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ABSTRACT

This guide, an extension of the Vocational-Technical Education Consortium of States (V-TECS) catalog, includes such considerations as background information, decision-making skills, attitudes, and learning methods surrounding the occupations of bookkeeper/accountant/payroll clerk. The guide provides job-relevant task, performance objectives, performance guides, resources, learning activities, evaluation standards, and achievement testing for these occupations. The guide contains seven units that cover the following topics: management functions; recording entries in journals and ledgers; periodic accounting/reporting activities; general accounting-related activities; payroll activities; activities related to banking; and clerical-related activities. Appendixes to the guide provide a duty and task list, definitions of terms, a tool and equipment list, sources for standards, and a bibliography. (KC)

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V-TECS GUIDE

FOR

BOOKKEEPING/ACCOUNTING/PAYROLL CLERK

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INTRODUCTION

V-TECS guides are an extension or continuation of the V-TECS catalogs. While the V-TECS catalog is a composition of duties, tasks, performance objectives, and performance guides, it deals only with the psychomotor aspect of an occupation. It is a blueprint of an occupation. It deals only with the identification of the "hands on" aspect of the occupation. It does not take into consideration such things as the background information surrounding a task, how to make inferences, generalizations and decisions from a body of knowledge, nor does it deal with attitudes, job seeking skills, safety or energy conservation practices. V-TECS guides take these aspects of teaching and learning into consideration.

Experience has shown that the art of learning can also be taught while teaching subject matter. People need to learn how to learn. V-TECS guides take into consideration how students learn and the guides are an efficient way for instructors to assist them to learn.

V-TECS guides are centered around all three domains of learning: psychomotor, cognitive, and affective. The following is a brief explanation of each.

Psychomotor

Any manipulative skill such as sharpening a pencil, operating a cash register or calculator, recording transactions in a journal, or writing a check are examples of manipulative or psychomotor skills. Tasks such as these are identified in V-TECS catalogs. V-TECS catalogs also group tasks by duties and objectives. Each performance objective has a performance standard which must be met to prove student proficiency in the manipulative aspect of the task. The V-TECS catalog, however, does not include any suggestions as to how to learn to do these tasks.

V-TECS guides are developed around psychomotor tasks which are worker oriented.

Cognitive

To perform psychomotor tasks, students must think. To record a transaction in a journal, students must know which accounts to debit and credit and in which journal columns to record the information. When posting, they must know the steps involved so that accounts will contain all necessary information. When writing a check, students must know how and where to record all information. At any rate, students must think about what is being done. This is cognition or a mental activity. Cognition is what goes on in the mind about any job being done. V-TECS guides provide the collateral knowledge and the impetus to apply cognition to psychomotor tasks.

Cognition, then, is that process by which information is stored and used. That voice that warns one of potential dangers is cognition. Anything that goes on in the mind is cognition. Students may become the best workers in their job; but if they fail to think a process through and apply their experience, they may become just one more statistic. Cognition tells the students to turn off equipment with movable parts before handling the machine, such as changing the ribbon or removing a paper jam on a calculator. However, cognition does not apply only to safety. Good cognition or thinking can help employees do a job better and quicker. V-TECS guides provide for the cognitive aspects of learning.

Affective

Curriculum writers, supervisors, and instructors often fail to assist students in acquiring a positive attitude toward themselves, their jobs, their school, or their fellow students. V-TECS guides seek to provide assistance to the instructor in achieving this positive attitude. It is difficult for the instructor to identify little bits and pieces of desirable behavior for every unit and often harder yet to teach them. In this area, students might be judged as to how well they clean up their work area, whether they clean up their work area, whether they show up to do the job on time, or whether they must be told several times to do something. Potential employers are interested in student attitude because persons angry at themselves or uncertain of themselves are often poor workers.

A student's ability to succeed on the first job and every job thereafter depends largely on attitude. If, for example, students have the attitude of "let someone else do it," they could be in trouble. Students using V-TECS guides will have activities dealing with how to get along with other students, supervisors, or staff members both in large and small groups.

USE OF V-TECS GUIDE

The guide is designed to provide job-relevant tasks, performance objectives, performance guides, resources, learning activities, evaluation standards and achievement testing in selected occupations.

A V-TECS guide is designed to be used with any teaching methods you may choose. If a lecture/demonstration method is best for you, you will find sufficient help to meet your needs. If you prefer to use discussions or other methods that require student participation, you will find ample help. Regardless of which method is successful for you, a V-TECS guide can save preparation time and offer innovative methods and procedures. For example, students may work either alone or in teams while in class and learn skills in direct relation to what is actually done on the job. This work also takes into consideration student attitudes, thinking skills, and mathematical reading skills.

The use of small groups in teaching can be helpful in two ways: (1) many students may feel inadequate due to their lack of background information in mechanical things; and (2) some students may feel that they are physically incompetent or lack the necessary background experiences. A successful program (course) can provide students with a sense of security by reinforcing positive attitudes while improving skill and knowledge of the subject. By allowing students to interact on a personal level, this task/learner-centered approach can achieve this. As students gain confidence and discover they are an essential part of a team engaged in the learning-teaching process, their confidence increases. In addition the student in this setting can learn to work without direct supervision. The use of the small-group method permits the instructor to vary instructional routines away from lecture or other full-class methods to activities for single students, pairs of students or any number so desired.

You will find suggestions for specific classroom activities. The activities are not meant to restrict you or your students, but only to suggest a variety of learning activities for each task statement. Please do not feel that you must take your students through all the activities.

PERFORMING MANAGEMENT FUNCTIONS

DUTY OR UNIT: PERFORMING MANAGEMENT FUNCTIONS

PERFORMANCE OBJECTIVE V-TECS 75

TASK: Make work schedules for others.

CONDITIONS FOR PERFORMANCE OF TASK: An office situation requiring the preparation of a day's schedule, information on workers and their competencies, and work priorities.

STANDARD: When compared with instructor's preplanned schedule, the student's schedule must agree completely with the work priority and with at least 90 percent of the task assignments.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Review tasks to be accomplished.
2. Review work priorities.
3. Review worker competencies.
4. Assign workers to tasks according to competencies.
5. Assign tasks in order of work priority.

ENABLING OBJECTIVE(S)

Ability to make logical decisions and to communicate.

LEARNING ACTIVITIES

1. Discuss the responsibility of delegating work.
2. Explain the importance of scheduling workers to do jobs that they are competent in performing.
3. Discuss how to prioritize by importance of job and by choosing the right person for the job.
4. Discuss what to do if workers do not seem to be happy with their designated assignment.
5. Invite a supervisor from a nearby company to come and speak on managing work schedules.

RESOURCES

Neuner, et al. **Administrative Office Management,** pp. 327-362.

Guest speaker.

EVALUATION

Written: Student will answer with 90 percent accuracy the following questions:

1. What is work delegation?

EVALUATION Con't.

2. What are the underlying reasons many supervisors do not delegate work?

Answers:

1. Delegation is the process of establishing and maintaining effective working arrangements between a manager and the people who report to him/her. Delegation results when the performance of specific work is entrusted to another, and the results are mutually understood.

2. Because they do not know how to go about it or else they are jealous and mistrusting of their subordinates' abilities to do the job. Supervisors fail to delegate because of several psychological motives--the fear of competition, the fear of losing credit and recognition, and the fear that their own shortcomings and weaknesses will be exposed.

Practical Application:

You are supervisor of the Accounting Department of Smith Wholesale, Inc. Your job is to assign each employee to the task that he/she can best perform and also to put the tasks in order of priority from most important to least important.

Personnel:

Susan is competent in leading discussions and being able to answer questions on accounting procedures and policies.
Fred's specialty is preparing financial statements of the business.
Becky is a very quiet person but is skilled in operating the computer and inputting information correctly and quickly.
Bob's expertise is in public relations skills and collections.

Tasks:

1. The Board of Directors is holding its quarterly meeting in two working days. The Board is requesting a presentation on the company's financial status and a summary of the new accounting procedures and policies.
2. There are five customers who have become delinquent in their payments. Assign someone to call on them and to schedule a method of payment with terms. Their accounts are all 60 days past due.
3. The president of the company wants a balance sheet and income statement prepared and presented on the second of the month for the previous month.
4. The daily transactions for yesterday need to be input into the computer this morning.

PERFORMANCE OBJECTIVE V-TECS 75

EVALUATION Con't.

Method of Evaluation:

The task priority must be 100 percent correct. The task assignments must agree at least 90 percent.

Task Priority	Task Assignment
4	Becky
1	Susan
2	Bob
3	Fred

DUTY OR UNIT: PERFORMING MANAGEMENT FUNCTIONS

PERFORMANCE OBJECTIVE V-TECS 76

TASK: Orient new employees.

CONDITIONS FOR PERFORMANCE OF TASK: A situation in which a new employee must be oriented to the company.

STANDARD: The orientation should include:
(1) An introduction to co-workers
(2) A tour of the physical facilities
(3) Location of equipment and supplies, if applicable
(4) An outline of specific job functions and responsibilities
(5) Organizational policies.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Introduce yourself and co-workers to new employee.
2. Acquaint new employee with physical facilities.
3. Acquaint new employee with location of equipment and supplies if applicable.
4. Inform new employee of specific job functions and responsibilities.
5. Acquaint new employee with organization's policies pertaining to workers.

ENABLING OBJECTIVE(S)

Ability to communicate.
Possess good public relations skills.

LEARNING ACTIVITIES

1. Explain what orientation is and also orientation plan.
2. Discuss promotion plans and how to analyze an employee's performance.
3. Discuss and demonstrate proper introductions.
4. If available, invite a personnel manager or someone in charge of training and orientation to speak.
5. Discuss job description and responsibilities for the specific area.
6. Demonstrate the proper procedures for acquainting employee with physical plant, location of supplies, equipment, etc.
7. Role-play the positions of new employee and supervisor. Exchange roles. Have other students critique the demonstration.

RESOURCES

Neuner, et al. **Administrative Office Management**, pp. 442-466.

Guest speaker.

PERFORMANCE OBJECTIVE V-TECS 76

EVALUATION

Practical Application:

Given a situation in which a new employee must be oriented to the company, give an orientation.

Method of Evaluation:

Observation by instructor using the performance guide and the checklist. All items must be rated acceptable.

Performance Objective V-TECS 76

CHECKLIST: ORIENT NEW EMPLOYEES

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Introduced himself/herself and co-workers to new employee.	________	________
2. Acquainted new employee with physical facilities.	________	________
3. Acquainted new employee with location of equipment and supplies.	________	________
4. Informed new employee of specific job functions and responsibilities.	________	________
5. Acquainted new employee with organization's policies pertaining to workers.	________	________

Student's Name ______________________ Date ______________

Evaluated by ______________________

DUTY OR UNIT: PERFORMING MANAGEMENT FUNCTIONS

PERFORMANCE OBJECTIVE V-TECS 77

TASK: Give instruction to employees.

CONDITIONS FOR PERFORMANCE OF TASK: A task or procedure for which a new worker must be trained.

STANDARD: All steps on instructor checklist should be performed correctly.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Explain task or procedure.
2. Give a demonstration.
3. Direct worker to perform.
4. Supervise and evaluate performance.
5. Inform worker of progress.
6. Praise good progress.
7. Recommend necessary improvements.

ENABLING OBJECTIVE(S)

Ability to communicate.
Possess good public relations skills.

LEARNING ACTIVITIES

1. Explain a task and the purpose of the task.
2. Demonstrate how the task is to be accomplished.
3. Explain the end result of the task and how it can be accomplished.
4. Role-play a training session. Have students exhange roles. Ask class to critique demonstration.
5. Invite a personnel manager to discuss training.

RESOURCES

Neuner, et al. **Administrative Office Management**, pp. 442-466.

Guest speaker.

PERFORMANCE OBJECTIVE V-TECS 77

EVALUATION

Practical Application:

Given a task or procedure for which a new worker must be trained, instruct the worker in the task or procedure.

Method of Evaluation:

Observation by instructor using the performance guide and the checklist. All items must be rated acceptable.

Performance Objective V-TECS 77

CHECKLIST: GIVE INSTRUCTION TO EMPLOYEES

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Explained task.		
a. Used correct terms.		
b. Explained in correct sequence.		
c. Answered all questions.		
2. Demonstrated task.		
a. Used tools and materials correctly.		
b. Demonstrated each step.		
c. Allowed time for questions.		
3. Directed performances.		
a. Gave clear instructions.		
b. Answered questions.		
4. Evaluated performance.		
a. Informed employee of progress.		
b. Emphasized strengths.		
c. Suggested improvements for weaknesses.		

Student's Name ______________________________

Evaluated by ________________________________ Date ______________________

DUTY OR UNIT: PERFORMING MANAGEMENT FUNCTIONS

PERFORMANCE OBJECTIVE V-TECS 78

TASK: Approve customer credit for charge purchases.

CONDITIONS FOR PERFORMANCE OF TASK: A request for charge purchase, credit application, results of credit check and company policy.

STANDARD: Student's decision to approve will be acceptable if there is evidence of a favorable credit standing, evidence of financial ability to pay, and the amount of purchase is within company credit limits.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

Gillespie and Hecht. **Retail Business Management**, p. 430.

PERFORMANCE GUIDE

1. Review the company policy regarding charge accounts.
2. Review credit application for
   a. Credit history
   b. Income
   c. Assets and liabilities.
3. Consult credit report.
4. Examine purchase request.
5. Make decision to approve or disapprove.
6. Inform customer of approval or disapproval.

ENABLING OBJECTIVE(S)

Ability to make logical decisions.
Possess good public relations skills.

LEARNING ACTIVITIES

1. List and describe the different types of credit services.
2. Discuss the need for credit applications.
3. Explain the steps that should be taken in order to approve a credit application.
4. Discuss credit terms.
5. Have students write a letter of credit approval.
6. Have students complete a credit application.

RESOURCES

Luke and Stiegler. **Office Systems and Procedures**, pp. 557-562.

Meehan, et al. **Secretarial Office Procedures**, p.214.

PERFORMANCE OBJECTIVE V-TECS 78

EVALUATION

Written: The following questions must be answered with 90 percent accuracy:

1. Individuals who want to do business on a credit basis usually complete a _______________ _______________.
2. The letter notifying the customer of credit approval briefly explains the _______________ _______________.
3. _____________ _____________ _____________ usually require the customer to make a down payment on the item.
4. _________________ is time given to the customer for payment of goods or services sold on trust.
5. ____________________ are the businesses that have knowledge of the customer's worthiness.

Answers:

1. Credit application
2. Credit terms
3. Installment credit accounts
4. Credit
5. References

DUTY OR UNIT: PERFORMING MANAGEMENT FUNCTIONS

PERFORMANCE OBJECTIVE V-TECS 79

TASK: Approve customer checks, charge purchases (checks).

CONDITIONS FOR PERFORMANCE OF TASK: A customer's check, customer identification documents, company check cashing policy, and dishonored check file.

STANDARD: Student's decision to approve will be acceptable if there is no record of dishonored checks and the signature on check matches signature on identification documents.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Review check for compliance with company check cashing policy.
2. Inspect check to determine if correctly made out.
3. Ask for identification, usually driver's license.
4. Compare check with identification.
5. Compare signature of check against signature on identification documents.
6. Consult listing of dishonored checks.
7. Inform customer if you disapprove the check.
8. For approval, initial the check.
9. Record customer identification information.

ENABLING OBJECTIVE(S)

Ability to make logical decisions and follow directions.
Possess good public relations skills.

LEARNING ACTIVITIES

1. Discuss the handling and safeguarding of checks and the procedure for approving checks.
2. Show examples of proof of identity.
3. Demonstrate the proper way to ask for identification.
4. Discuss and demonstrate how to compare signatures.
5. Describe the different types of checks an employee may encounter, i.e., company payroll, two-party, counter-check, out-of-state, government (social security), share draft.
6. Discuss post-dated checks.
7. Have students practice receiving a check in which identification has to be secured and approved.

PERFORMANCE OBJECTIVE V-TECS 79

RESOURCES

Huffman and Stewart. **General Recordkeeping**, pp. 164-166.

Luke and Stiegler. **Office Systems and Procedures**, pp. 563-564.

EVALUATION

Practical Application:

Given a customer's check, customer identification documents, the company check cashing policy, and the dishonored check file, the student will approve or disapprove the customer's check.

Method of Evaluation:

The student's decision to approve the customer's check will be acceptable if there is no record of dishonored checks by the customer and the signature on the check matches the signature on the identification documents.

RECORDING ENTRIES IN JOURNALS AND LEDGERS

DUTY OR UNIT: RECORDING ENTRIES IN JOURNALS AND LEDGERS

PERFORMANCE OBJECTIVE V-TECS 56

TASK: Record accounting entries for cash payments.

CONDITIONS FOR PERFORMANCE OF TASK: A procedural guide, source documents for cash disbursement transactions, and necessary journals and ledgers for recording cash disbursement.

STANDARD: All transactions must be entered in correct location and without mathematical errors.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

Freeman, et al. **Accounting 10/12,** p. 219.

PERFORMANCE GUIDE

1. Arrange documents in appropriate order:
   a. Alphabetically by vendor
   b. Or numerically for vendor/source
   c. Or by date or discount period.
2. Prepare disbursement check as voucher.
3. Journalize disbursement in appropriate journal:
   a. Date
   b. Vendor (account title)
   c. Check number
   d. Amount:
      (1) Cash-credit
      (2) Accounts payable-debit
      OR
      (3) Purchase or expense-debit.
4. Post accounts payable debit to subsidiary ledger (if necessary).

ENABLING OBJECTIVE(S)

Ability to follow directions and make mathematical computations.
Possess decision-making skills.

LEARNING ACTIVITIES

1. Explain the purpose of invoices from vendors, how they are written, and how to verify an invoice.
2. Demonstrate how to write a business check.
3. Explain and demonstrate the steps in making entries in a cash payments journal.
4. Have students record entries in a cash payments journal.
5. Using transparencies, demonstrate how to post from the cash payments journal to appropriate ledger(s).

PERFORMANCE OBJECTIVE V-TECS 56

RESOURCES

Huffman and Stewart. **General Recordkeeping**, pp. 195-203.

Swanson, et al. **Century 21 Accounting**, 2nd ed., pp. 429-434.

EVALUATION

Written: The following questions must be answered with 90 percent accuracy.

1. List the steps for verifying an invoice for payment.
2. True or False. A cash payment for the utility bill would be posted to the accounts payable subsidiary ledger.

Answers:

1. Verify extensions, totals, computations, receipt of goods, approval for payment.
2. False

Practical Application:

Given a form and the following transactions, record which accounts to debit and credit, show by check mark in which journal to record the transaction, and show by check mark in which type of ledger to post individual items:

1. Paid utility bill of $150.00.
2. Paid $200.00 on account to John Smith and Co.
3. Paid $300.00 for a cash purchase of merchandise.
4. Owner (Pete Jones) withdrew $500.00 from the business for his personal use.

METHOD OF EVALUATION

STUDENT WORK SHEET

	Journal				Ledger	
					Posted	
Transaction	Cash	General	Accounts Payable	Purchases	General	Subsidiary
1. Debit						
Credit						
2. Debit						
Credit						
3. Debit						
Credit						
4. Debit						
Credit						

METHOD OF EVALUATION

KEY

Transaction	Cash	General	Accounts Payable	Purchases	Posted	
					General	Subsidiary
1. debit Utility		x			x	
credit Cash	x					
2. debit John Smith Co.			x			x
credit Cash	x					
3. debit Purchases				x		
credit Cash	x					
4. debit Pete Jones, Drawing		x			x	
credit Cash	x					

DUTY OR UNIT: RECORDING ENTRIES IN JOURNALS AND LEDGERS

PERFORMANCE OBJECTIVE V-TECS 57

TASK: Record accounting entries to adjust account.

CONDITIONS FOR PERFORMANCE OF TASK: A completed adjusted worksheet for fiscal period, a journal, general ledger, and an adding machine.

STANDARD: The ledger must be in balance after posting.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Make the adjusting entries for each account where needed in the journal:
   a. Write "Adjusting Entries" above first entry.
   b. Enter adjustments for each account which needs adjusting.
2. Post the adjusting entries for each account in the general ledger.

ENABLING OBJECTIVE(S)

Ability to follow directions and perform mathematical computations.

LEARNING ACTIVITIES

1. Discuss adjusting entries and the preparation of the worksheet.
2. Show how the adjusting entries are recorded in the general journal and that the information comes from the worksheet.
3. Review the steps in posting.
4. Demonstrate the process of posting the entries to the accounts in the ledger.
5. Have students complete a problem from the textbook and check for errors.

RESOURCES

Weaver, et al. **Accounting Systems and Procedures**, pp. 490-492.

PERFORMANCE OBJECTIVE V-TECS 57

EVALUATION

Practical Application:

Given a completed adjusted worksheet for a fiscal period, a journal, a general ledger, and an adding machine, record the adjusting entries in the journal and post adjusting entries to the accounts in the general ledger.

Method of Evaluation:

The ledger must be in balance after posting. All entries must be correct and all posting entered correctly.

DUTY OR UNIT: RECORDING ENTRIES IN JOURNALS AND LEDGERS

PERFORMANCE OBJECTIVE V-TECS 58

TASK: Record accounting entries for buying merchandise on account.

CONDITIONS FOR PERFORMANCE OF TASK: The source documents of ten (10) business transactions for purchases on account.

STANDARD: A checklist will be used to rate performance with each item to be performed acceptably.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Sort invoices.
2. Select subsidiary ledger account.
3. Record amount (debit or credit).
4. Record date.
5. Record source.
6. Calculate balance where appropriate.
7. Mark journal to indicate posting.

ENABLING OBJECTIVE(S)

Ability to follow directions and make mathematical computations.

LEARNING ACTIVITIES

1. Explain the ordering, receiving, and accounting for merchandise.
2. Demonstrate how to journalize and post purchases on account.
3. Discuss the controlling of the accounts payable ledger.
4. Demonstrate the posting to the accounts payable ledger.
5. Have students complete a problem from the textbook.

RESOURCES

Weaver, et al. **Accounting Systems and Procedures**, pp. 348-354.

PERFORMANCE OBJECTIVE V-TECS 58

EVALUATION

Practical Application:

Given ten source documents for purchases on account, journalize and post.

Method of Evaluation:

Use checklist to determine if activity was completed with all items rated acceptable.

CHECKLIST: RECORD ACCOUNTING ENTRIES FOR BUYING MERCHANDISE ON ACCOUNT

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Selected appropriate account.	___	___
2.	Recorded date.	___	___
3.	Recorded source.	___	___
4.	Debited or credited account correctly.	___	___
5.	Calculated balance where appropriate.	___	___
6.	Posted to individual subsidiary accounts.	___	___
7.	Posted totals to appropriate accounts.	___	___
8.	Indicated posting in journal.	___	___

Student's Name ____________________

Evaluated by ____________________ Date ________________

DUTY OR UNIT: RECORDING ENTRIES IN JOURNALS AND LEDGERS

PERFORMANCE OBJECTIVE V-TECS 59

TASK: Record accounting entries using pegboard.*

CONDITIONS FOR PERFORMANCE OF TASK: A pegboard, journal sheet, ledger account sheet, statement of customer's account, and a credit sales invoice.

STANDARD: Correct simultaneous entries must be made on the first unused lines of journal sheet, ledger account sheet, and statement of customer's account.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

Freeman, et al. **Accounting 10/12**, p. 386.

PERFORMANCE GUIDE

1. Place journal sheet on pegboard.
2. Place ledger sheet so that first unused line is over first unused line of journal sheet.
3. Place statement of account so that first unused line is over first unused line of ledger sheet.
4. Make simultaneous entries on first unused lines:
    a. Date
    b. Invoice number
    c. Amount
    d. Customer's name or account number.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Explain the journalizing of batch totals.
2. Discuss journalless accounting.
3. Describe ledgerless accounting.
4. Show how to position the proper forms on a pegboard.
5. Discuss and demonstrate the pegboard system.
6. Demonstrate the recording of a credit sale using the pegboard.
7. Have students complete problems using journalless and ledgerless accounting.

*South Carolina recommends teaching this method only when suitable materials are available.

PERFORMANCE OBJECTIVE V-TECS 59

RESOURCES

Weaver, et al. **Accounting System and Procedures**, pp. 584-585.

EVALUATION

Practical Application:

Given a pegboard, journal sheet, ledger account sheet, statement of customer's account, and a credit sales invoice, make an accounting entry of the credit sales using a pegboard.

Method of Evaluation:

Correct simultaneous entries must be made on the first unused line of journal sheet, ledger account sheet, and statement of customer's account.

DUTY OR UNIT: RECORDING ENTRIES IN JOURNALS AND LEDGERS

PERFORMANCE OBJECTIVE V-TECS 60

TASK: Record accounting entries in combination journal.

CONDITIONS FOR PERFORMANCE OF TASK: Fifteen (15) business transactions, a chart of accounts, and a combination journal.

STANDARD: At least twelve of the fifteen must be recorded without error.

SOURCE FOR STANDARD:
Writing team, State of Alabama.

Freeman, et al. **Accounting 10/12**, p. 517.

PERFORMANCE GUIDE

1. Analyze each transaction.
2. Record each transaction in combination journal.
3. Forward totals of combination journal if more than one page is used.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Explain what a combination journal is and how it is used.
2. Demonstrate how to record entries in the combination journal.
3. Show how to prove the journal.
4. Demonstrate forwarding totals of combination journal.
5. Have students complete problems in which they record entries in the combination journal.

RESOURCES

Weaver, et al. **Accounting Systems and Procedures**, pp. 567-576.

EVALUATION

Practical Application:

Given fifteen transactions and a combination journal, record the business transactions in the journal.

PERFORMANCE OBJECTIVE V-TECS 60

EVALUATION Con't.

Method of Evaluation:

Twelve of the fifteen transactions must be recorded without error.

DUTY OR UNIT: RECORDING ENTRIES IN JOURNALS AND LEDGERS

PERFORMANCE OBJECTIVE V-TECS 61

TASK: Record accounting entries pertaining to notes and interest.

CONDITIONS FOR PERFORMANCE OF TASK: Thirteen (13) business transactions pertaining to notes and interest and the appropriate journal(s).

STANDARD: At least ten of the thirteen entries must be recorded without error.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

Notes Payable:
1. Analyze the issuance of the notes payable.
2. Record as a debit to Cash and a credit to Notes Payable.

Notes Receivable:
1. Analyze the acceptance of a note receivable.
2. Record as a debit to Notes Receivable and a credit to Accounts Receivable.

Paying Principal and Interest:
1. Analyze payment of principal and interest.
2. Record debit to Notes Payable, debit to Interest Expense, credit to Cash.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Explain interest and how it is computed.
2. Discuss notes payable and analyze transactions pertaining to notes payable.
3. Discuss notes receivable and analyze transactions pertaining to notes receivable.
4. Show how notes receivable and notes payable are reported on financial statements.
5. Have students complete a problem in which they record entries pertaining to notes receivable, notes payable, and interest.

PERFORMANCE OBJECTIVE V-TECS 61

RESOURCES

Swanson, et al. **Century 21 Accounting**, 2nd ed., pp. 579-589.

EVALUATION

Practical Application:

Given thirteen business transactions pertaining to notes and interest and the appropriate journal(s), record the entries.

Method of Evaluation:

Ten of the thirteen entries must be recorded without error.

DUTY OR UNIT: RECORDING ENTRIES IN JOURNALS AND LEDGERS

PERFORMANCE OBJECTIVE V-TECS 62

TASK: Record entries pertaining to payroll tax.

CONDITIONS FOR PERFORMANCE OF TASK: A payroll register for a given period, rates for employer's payroll taxes and the necessary journal and ledger.

STANDARD: The employer's FICA, FUTA, and SUTA must be recorded without any errors in their computation.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

Freeman, et al. **Accounting 10/12**, p. 171.

PERFORMANCE GUIDE

1. From the payroll register, compute:
   a. Employer's FICA share
   b. Employer's federal unemployment tax
   c. Employer's state unemployment tax.
2. Total the payroll tax.
3. Enter payroll tax expense in journal:
   a. Debit total payroll tax expense.
   b. Credit:
      (1) FICA taxes payable
      (2) Federal unemployment taxes payable
      (3) State unemployment taxes payable.
4. If separate tax expense accounts are kept, post each account in the ledger:
   a. Debit total payroll tax expense.
   b. Credit:
      (1) FICA taxes payable
      (2) Federal unemployment taxes payable
      (3) State unemployment taxes payable.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Describe the taxes that employers are responsible to pay.
2. Discuss the rates and ceiling amounts for unemployment taxes.
3. Demonstrate how the employer's payroll taxes are recorded in the journal and posted.

PERFORMANCE OBJECTIVE V-TECS 62

LEARNING ACTIVITIES Con't.

4. Explain how to compute FICA, FUTA, and SUTA taxes.
5. Have students compute and record these taxes (FICA, FUTA, and SUTA) in a journal.

RESOURCES

Swanson, et al. **Century 21 Accounting**, 2nd ed., pp. 404-410.

EVALUATION

Practical Application:

Given a payroll register for a given period, rates for employer's payroll taxes, and the necessary journal and ledger, record the employer's FICA, FUTA, and SUTA taxes.

Method of Evaluation:

The journal entries and computations must be completed accurately.

DUTY OR UNIT: RECORDING ENTRIES IN JOURNALS AND LEDGERS

PERFORMANCE OBJECTIVE V-TECS 63

TASK: Record accounting entries pertaining to cash receipts.

CONDITIONS FOR PERFORMANCE OF TASK: Source documents indicating cash receipts and necessary journals and ledgers.

STANDARD: At least 90 percent of all required entries must be made correctly.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Assemble receipt book and appropriate journal and ledger.
2. Verify receipts.
3. Journalize cash receipts on account.
4. Post amounts from Accounts Receivable credit column individually to customer's account in subsidiary ledger of Accounts Receivable.
5. Debit other cash receipts to cash in special column and credit to sales or other individual accounts.
6. Foot and cross foot at month's end.
7. Post totals of cash debit and credit columns to cash account.
8. Post total of Accounts Receivable credit column to controlling account of Accounts Receivable in general ledger.
9. Post amounts individually or as total (if a special column is used for account) to appropriate account in general ledger.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Discuss the purpose of the cash receipts journal and the special columns.
2. Analyze several transactions and demonstrate the recording of them in a cash receipts journal.
3. Explain the posting procedure of the cash receipts journal.
4. Discuss the memorandum entry and where it is recorded in the cash receipts journal.
5. Have students review and analyze transactions and record them in a cash receipts journal.
6. Have students practice posting from completed cash receipts journal.

PERFORMANCE OBJECTIVE V-TECS 63

RESOURCES

Swanson, et al. **Century 21 Accounting.** 2nd ed., pp. 421-425.

EVALUATION

Practical Application:

Given a variety of cash receipts transactions and ledgers, record all entries.

Method of Evaluation:

At least 90 percent of all required entries must be made correctly.

DUTY OR UNIT: RECORDING ENTRIES IN JOURNALS AND LEDGERS

PERFORMANCE OBJECTIVE V-TECS 64

TASK: Record accounting entries pertaining to sales tax.

CONDITIONS FOR PERFORMANCE OF TASK: A summary of daily sales for a month, necessary journals and ledgers, and a blank sales tax return.

STANDARD: The sales tax liability must be computed and the sales tax return prepared with no mathematical errors.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

Freeman, et al. **Accounting 10/12,** p. 290.

PERFORMANCE GUIDE

1. Determine total sales to be reported and enter in appropriate spaces:
   a. Cash sales
   b. Charge sales
   c. Returns and allowances.
2. Compute gross tax and enter in appropriate spaces.
3. Compute applicable discount and enter in appropriate space.
4. Subtract discount from gross tax to determine net liability.
5. Proofread preprinted information for accuracy.
6. Journalize data.
7. Post to accounts.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Discuss what sales tax is and how it is computed. Emphasize that sales tax is a liability to the retailers.
2. Demonstrate how to record sales tax when it is involved with charge sales and cash sales.
3. Illustrate how to record the paying of sales tax owed to the government.
4. Explain and demonstrate how to record a sales returns and allowances with sales tax.
5. Have students calculate sales tax liability and prepare a sales tax return. Also have them record this payment in the cash payments journal.

PERFORMANCE OBJECTIVE V-TECS 64

RESOURCES

Swanson, et al. **Century 21 Accounting**, 2nd ed., pp. 505-510.

EVALUATION

Practical Application:

Given a summary of daily sales for a month, necessary journals and ledgers, and a blank sales tax return, compute the sales tax liability and prepare the sales tax return.

Method of Evaluation:

The sales tax return must be completed and the sales tax liability computed with no mathematical errors.

DUTY OR UNIT: RECORDING ENTRIES IN JOURNALS AND LEDGERS

PERFORMANCE OBJECTIVE V-TECS 65

TASK: Record accounting entries pertaining to accrued interest income.

CONDITIONS FOR PERFORMANCE OF TASK: Schedule of notes receivable indicating face amounts, interest rates, related dates and payments and the necessary journals and ledgers.

STANDARD: The interest income accrual must be computed and appropriate accounting entries must be recorded with no mathematical errors in computed interest income.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. For each note listed on the schedule:
    a. Determine the interval from last interest payment to the end of the accounting period.
    b. Compute the interest accruing over the interval.
2. Total the accruals from each note.
3. Record the adjusting entry:
    a. Interest receivable-debit
    b. Interest income-credit.
4. Post to appropriate ledger accounts.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Explain notes receivable and how interest is earned for each day an interest-bearing note receivable is held.
2. Discuss the collection of principal and interest on a notes receivable at maturity.
3. Explain accrued income and demonstrate how to figure the time accrued from last payment to end of fiscal period.
4. Explain how to analyze the adjusting entry for accrued interest income.
5. Illustrate how to record adjustment for accrued interest income on the work sheet.
6. Have students compute accrued interest income.
7. Have students make adjusting entry for accrued interest income on the worksheet and journal.
8. Have students post adjusting entry to ledger accounts.

PERFORMANCE OBJECTIVE V-TECS 65

RESOURCES

Swanson, et al. **Century 21 Accounting**, 2nd ed., pp. 593-598.

EVALUATION

Practical Application:

Given schedule of notes receivable indicating face amounts, interest rates, related dates, and payments and the necessary journals and ledgers, compute the interest income accrued, record appropriate accounting entries, and post to appropriate accounts.

Method of Evaluation:

The interest income accrued must be computed and appropriate accounting entries recorded with no mathematical errors in computed interest income and no errors in posting.

DUTY OR UNIT: RECORDING ENTRIES IN JOURNALS AND LEDGERS

PERFORMANCE OBJECTIVE V-TECS 66

TASK: Record accounting entries pertaining to accrued interest expense.

CONDITIONS FOR PERFORMANCE OF TASK: A schedule of notes payable indicating amount, rate, dates and interest payments, and the appropriate journals and ledgers.

STANDARD: Interest expense accrual must be computed and recorded with no errors in computations.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. For each note listed on the schedule:
    a. Determine the interval from last interest payment date to end of the accounting period.
    b. Compute the interest accruing over the interval.
2. Total the accrual for each note.
3. Record the adjusting entry:
    a. Interest expense-debit
    b. Accrued interest payable-credit.
4. Post to appropriate ledger accounts.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Explain notes and interest.
2. Define notes payable and describe how to compute interest.
3. Discuss accrued expenses and accrued interest expense.
4. Demonstrate how to determine the time between the last payment on a note and the end of the fiscal period and the accrued interest for that period.
5. Demonstrate the recording of the adjusting entry for accrued interest expense on the work sheet.
6. Illustrate how the accrued interest expense is recorded with other adjusting entries.
7. Have students compute accrued interest expense.
8. Have students make adjusting entry for accrued interest expense on work sheet and in journal.
9. Have students post adjusting entry to ledger accounts.

PERFORMANCE OBJECTIVE V-TECS 66

RESOURCES

Swanson, et al. **Century 21 Accounting**, 2nd ed., pp. 598-603.

EVALUATION

Practical Application:

Given a schedule of notes payable indicating amount, rate, dates and interest payments, and the appropriate journals and ledgers, compute, record, and post accrued interest expense.

Method of Evaluation:

Accrued interest expense must be recorded with no errors in computations and the entries must be recorded and posted correctly to the ledger accounts.

DUTY OR UNIT: RECORDING ENTRIES IN JOURNALS AND LEDGERS

PERFORMANCE OBJECTIVE V-TECS 67

TASK: Post to ledger account from journals.

CONDITIONS FOR PERFORMANCE OF TASK: A general journal with transaction entries completed and a general ledger.

STANDARD: Ledger must balance after posting.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Prove journal totals.
2. Post each amount from journal to appropriate ledger account and check off. Record date and source.
3. Determine account balance after posting.
4. Record posting reference in journal.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Discuss the posting process and how to post from the general journal.
2. Discuss and demonstrate the steps in posting the amounts from the general journal to the accounts in the general ledger.
3. Have students complete the posting process and determine the new balance in each ledger account.
4. Discuss the importance of cross-referencing.
5. Discuss and demonstrate the procedure for proving the accuracy of posting.
6. Have students complete several problems in which they post from the journal to the ledger.

RESOURCES

Swanson, et al. **Century 21 Accounting**, 2nd ed., pp. 440-441.

PERFORMANCE OBJECTIVE V-TECS 67

EVALUATION

Practical Application:

Given a general journal with transaction entries completed and a general ledger, post to the ledger.

Method of Evaluation:

The ledger must balance after posting with each posting completed accurately to the appropriate account.

DUTY OR UNIT: RECORDING ENTRIES IN JOURNALS AND LEDGERS

PERFORMANCE OBJECTIVE V-TECS 68

TASK: Record accounting entries pertaining to corporate income tax.

CONDITIONS FOR PERFORMANCE OF TASK: A completed income statement or balance sheet for a corporation and the necessary journal and ledger.

STANDARD: The required accounting entries for corporate income tax should be made without error.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Determine corporation income tax from income statement or worksheet.
2. Journalize the income tax expense.
3. Post to ledger account.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Discuss the corporate form of business organization.
2. Demonstrate and discuss the journal entries for the capital of a corporation.
3. Explain the financial statement of a corporation.
4. Demonstrate the entries required for corporate income tax.
5. Have students compute the corporate income tax and record the entries in a journal.

RESOURCES

Swanson, et al. **Century 21 Accounting**, 2nd ed., pp. 636-643.

PERFORMANCE OBJECTIVE V-TECS 68

EVALUATION

Practical Application:

Given a completed income statement for a corporation and the necessary journal and ledger, compute the corporate income tax, journalize the income tax expense, and post to the ledger accounts.

Method of Evaluation:

The tax must be computed, recorded, and posted correctly.

DUTY OR UNIT: RECORDING ENTRIES IN JOURNALS AND LEDGERS

PERFORMANCE OBJECTIVE V-TECS 69

TASK: Post directly to ledger from source documents.

CONDITIONS FOR PERFORMANCE OF TASK: A batch of sales invoices for a day's operation and a subsidiary ledger.

STANDARD: The total of the batch must agree with the proof tape after posting.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

Freeman, et al. **Accounting 10/12**, p. 399.

PERFORMANCE GUIDE

1. Arrange all third copies of the invoices in alphabetical order.
2. Post the amount of each invoice to the customer's account in the subsidiary ledger. Check off each invoice as it is posted.
3. Check the accuracy of the postings.
4. Place each third copy of the invoice in the customer's folder in the accounts receivable file.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Review and/or discuss journalless and ledgerless accounting.
2. Explain a system where sales invoices are used as a sales journal.
3. Describe how sales invoices can be used as an accounts receivable ledger.
4. Discuss how purchase invoices can be used as a purchases journal or an accounts payable ledger.
5. Have students prepare sales invoices and record them directly to an accounts receivable ledger.

RESOURCES

Swanson, et al. **Century 21 Accounting**, 2nd ed., pp. 511-516.

PERFORMANCE OBJECTIVE V-TECS 69

EVALUATION

Practical Application:

Given a batch of sales invoices for a day's operation and a subsidiary ledger, post the amount of each invoice to the appropriate customer's account in the subsidiary ledger.

Method of Evaluation:

A check mark must be placed at the right of each customer's name on each sales invoice to show that it has been posted. The total of the batch must agree with the proof tape after posting.

DUTY OR UNIT: RECORDING ENTRIES IN JOURNALS AND LEDGERS

PERFORMANCE OBJECTIVE V-TECS 70

TASK: Post from completed cash journal.

CONDITIONS FOR PERFORMANCE OF TASK: Cash journal with entries made and necessary ledgers or general ledger.

STANDARD: Entries must be posted to the ledger without error.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Post in general ledger each amount in General Debit column of cash journal to debit side of the account named in Account Title column.
2. Post in general ledger each amount in General Credit column of cash journal to credit side of account named in Account Title column.
3. Place check mark below General Debit and Credit columns to indicate that totals will not be posted.
4. Post total of Special Debit columns as debit to individual accounts, indicating account number under special column in cash journal.
5. Post total of Special Credit columns as credit to individual accounts, indicating account number under special column in cash journal.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES:

1. Discuss the need for posting from the journal to the ledger.
2. Demonstrate and discuss the steps in posting from the cash journal.
3. Explain the advantages of cross-referencing in posting.
4. Summarize the principles for posting from the cash journal to the ledger.
5. Have students post from a completed cash journal to the ledger.

RESOURCES

Swanson, et al. **Century 21 Accounting,** 2nd ed., Chapter 7.

PERFORMANCE OBJECTIVE V-TECS 70

EVALUATION

Practical Application:

Given a completed cash journal with entries and necessary ledgers, post to the ledger.

Method of Evaluation:

The posting must be completed without error.

DUTY OR UNIT: RECORDING ENTRIES IN JOURNALS AND LEDGERS

PERFORMANCE OBJECTIVE V-TECS 71

TASK: Record accounting entries for selling merchandise on account.

CONDITIONS FOR PERFORMANCE OF TASK: Completed sales slips and sales journal and general ledger.

STANDARD: Accounting entries pertaining to sale of merchandise on account must be recorded with no errors in posting and computation.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Verify accuracy of sales slip.
2. Enter data from sales slip into sales journal.
3. Post data from sales slips to individual customer's account in the general ledger or in the accounts receivable ledger.
4. Post total of the amount column in sales journal as debit to accounts receivable in general ledger at end of month.
5. Post total of the amount column in sales journal as credit to sales account in general ledger at end of month.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Discuss sales of merchandise on account and the source document used.
2. Discuss credit card sales of merchandise on account, distinguishing between company-owned credit cards and bank-granted credit cards.
3. Explain how to record a sale of merchandise on account.
4. Demonstrate the recording of these transactions in a sales journal.
5. Have students record transactions of sales of merchandise on account in a sales journal.

RESOURCES

Swanson, et al. **Century 21 Accounting**, 2nd ed., pp. 177-180.

PERFORMANCE OBJECTIVE V-TECS 71

EVALUATION

Practical Application:

Given completed sales slips, a sales journal, and a general ledger, record accounting entries pertaining to sales of merchandise on account and post.

Method of Evaluation:

The entries must be journalized and posted correctly.

DUTY OR UNIT: RECORDING ENTRIES IN JOURNALS AND LEDGERS

PERFORMANCE OBJECTIVE V-TECS 72

TASK: Record accounting entries pertaining to payroll.

CONDITIONS FOR PERFORMANCE OF TASK: A completed payroll register and combination journal and general ledger.

STANDARD: All withholdings (salary expense, FICA tax, federal income tax, state income tax and other deductions for employees) must be computed to 100 percent accuracy; gross earnings must appear as debit, deductions must appear as credit.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Enter total salary expense in journal as debit.
2. Enter each of the following in journal as credit:
    a. FICA tax payable
    b. Federal income tax payable
    c. State income tax payable
    d. Other withholdings as payables.
3. Post to ledger accounts.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Discuss employee and employer payroll taxes.
2. Explain and have students prepare a payroll register.
3. Discuss the entries to record the employee payroll and deductions.
4. Explain how to post the payment of the payroll and taxes.
5. Have students compute withholdings and record entries related to payroll.
6. Have students post payroll entries to individual accounts in the ledger.

RESOURCES

Swanson, et al. **Century 21 Accounting,** 2nd ed., Chapters 21 and 22.

PERFORMANCE OBJECTIVE V-TECS 72

EVALUATION

Practical Evaluation:

Given a completed payroll register, combination journal, and general ledger, record entries in the combination journal to include salary expense, FICA tax, federal income tax, state income tax, and other deductions for employees and post to the general ledger.

Method of Evaluation:

All withholdings must be computed, recorded, and posted correctly.

DUTY OR UNIT: RECORDING ENTRIES IN JOURNALS AND LEDGERS

PERFORMANCE OBJECTIVE V-TECS 73

TASK: Correct errors indicated by trial balance.

CONDITIONS FOR PERFORMANCE OF TASK: A journal and ledger with posting errors and a trial balance which does not balance.

STANDARD: When errors have been corrected, the two totals of the trial balance should be equal.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

Freeman, et al. **Accounting 10/12,** p. 83.

PERFORMANCE GUIDE:

1. Check the addition of both columns in the trial balance. If there is no error in addition, go on to step 2.
2. Find the difference between the totals. Then see if the difference is an account that was omitted.
3. Divide the difference by 2 to see if posting was made on the wrong side (debit instead of credit or vice versa).
4. Divide the difference by 9 to see if there is a transposition.
5. Compare the balance of each ledger account with the amount entered on the trial balance. If an account balance has not been copied incorrectly, entered in the wrong column or omitted from the trial balance, go on to step 6.
6. Verify the balance of each ledger account. If no error, go on to step 7.
7. Verify the total debits and total credits in each ledger account by checking the addition.
8. Verify the posting of each item in the journal.
9. When errors have been located, line through the incorrect amount and write the correct amount above it.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Review the concepts of a trial balance and the reason for preparing one.
2. Review the steps in preparing a trial balance.
3. Explain, with examples, the common guides for finding typical arithmetic errors.

PERFORMANCE OBJECTIVE V-TECS 73

LEARNING ACTIVITIES Con't.

4. Explain in detail the procedures to follow in verifying amounts and totals if the arithmetic guides do not expose the error.
5. Have the students find and correct errors in the journal and ledger indicated by the trial balance.
6. Define and explain a transposition.

RESOURCES

Swanson, et al. **Century 21 Accounting,** 3rd ed., pp. 121-124.

Weaver, et al. **Accounting: Systems and Procedures,** 4th ed., pp. 158-162.

EVALUATION

Practical Application:

Using a journal and ledger with posting errors and a trial balance that does not balance, find and correct the errors in the journal and/or ledger and provide a trial balance with equal debit and credit columns.

Method of Evaluation:

The trial balance, as well as the journal and ledger pages, must be completed with 100 percent accuracy.

DUTY OR UNIT: RECORDING ENTRIES IN JOURNALS AND LEDGERS

PERFORMANCE OBJECTIVE V-TECS 74

TASK: Receipt checks and cash sales.

CONDITIONS FOR PERFORMANCE OF TASK: Blank receipt forms. Information on sales transactions involving payments by checks and cash.

STANDARD: Each receipt must include customer's name, amount of payment, date, and identification of item(s) sold.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Enter date of sale.
2. Enter customer's name.
3. Write amount paid.
4. Record check number if applicable.
5. Write description of item(s) sold.
6. Initial receipt.
7. Give copy of receipt to customer.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Review the attributes of a good cashier.
2. Explain and demonstrate how to complete a check or cash sales receipt.
3. Compare the differences in preparing a receipt for cash (emphasizing the importance of counting the cash in the payer's presence) and for a check.
4. Invite a cashier to explain the importance of preparing accurate and complete receipts.
5. Have the students prepare receipts using blank receipt forms and information on sales transactions involving payments by checks and cash.

RESOURCES

Baron, et al. **Practical Recordkeeping**, 5th ed., pp. 37-39.

Guest speaker.

PERFORMANCE OBJECTIVE V-TECS 74

EVALUATION

Practical Application:

Using information on sales transactions provided by the instructor and blank receipt forms, prepare acceptable receipts.

Method of Evaluation:

The receipts should be completed correctly.

ACCOMPLISHING PERIODIC ACCOUNTING/REPORTING ACTIVITIES

DUTY OR UNIT: ACCOMPLISHING PERIODIC ACCOUNTING/REPORTING ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 41

TASK: Foot, prove, and rule cash journals.

CONDITIONS FOR PERFORMANCE OF TASK: Adding machine or calculator, check stubs, cash journal containing errors.

STANDARD: When errors have been corrected, the amount of entries in the journal and the check stubs will agree.

SOURCE FOR STANDARD
Writing Team, State of Alabama.

Boynton, et al. **20th Century Bookkeeping and Accounting**, p. 243.

PERFORMANCE GUIDE

1. Write the total of each "Amount" column in small pencil figures immediately below the line of the last entry.
2. List and total the footings of the "Debit" columns on a sheet of paper or on calculator with tape.
3. List and total the footings of the "Credit" columns on the same sheet of paper or calculator.
4. The total for the "Debit" columns should equal the total for the "Credit" columns.
5. If the totals are not equal, find the error and correct it.
6. Prove the cash on hand by comparing journal figures with check stub.
7. If cash on hand as indicated by journal does not equal that shown by check stub, find error and correct.
8. Draw a single line across all "Amount" columns under the last entry.
9. Write the total of the column in ink.
10. Write the last day of the month in the date column.
11. Analyze and record general column.
12. Write the word "Totals" in the Account Title column.
13. Draw a double line across all amount columns to show accuracy and completion.
14. Alternative method: Draw a diagonal line across the "Account Title" column from the "Date" column to the "No." column at bottom of page, if all lines are not used.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

PERFORMANCE OBJECTIVE V-TECS 41

LEARNING ACTIVITIES

1. Discuss what "proving a cash journal" means, why it is necessary, and when and how it is proved.
2. Discuss what "footing" and "ruling" means and when it is done.
3. Use examples to show in detail how cash is proved and how the equality of all debits and credits is proved.
4. Show the correct way(s) to foot and rule a cash journal. (The alternative method of drawing a diagonal line from the date column to the No. column at the bottom of the page if all lines are not used may also be shown).
5. Have each student foot, prove, and rule a cash journal containing errors.

RESOURCES

Swanson, et al. **Century 21 Accounting**, 3rd ed., pp. 81-86.

EVALUATION

Written:

1. What does "cash on hand" include?
   Answer: It includes the money in the bank plus all cash not deposited in the bank.

2. What does it mean whenever double lines have been drawn across all amount columns below the column totals?
   Answer: They show that the work of totaling and ruling is completed.

Practical Application:

Using an adding machine or calculator, check stubs, and a cash journal containing errors, foot, prove, correct errors, and rule the cash journal.

Method of Evaluation:

The pages in the cash journal should be footed, proved, and ruled correctly.

DUTY OR UNIT: ACCOMPLISHING PERIODIC ACCOUNTING/REPORTING ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 42

TASK: Open bookkeeping system on new business.

CONDITIONS FOR PERFORMANCE OF TASK: Data on a new business, necessary forms, journals and ledgers.

STANDARD: The system must include a balance sheet, chart of accounts, journals with correct opening entries and correctly prepared and posted ledgers.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Prepare a balance sheet.
2. Prepare a chart of accounts.
3. Record opening entries in journals.
4. Prepare ledger page for each account.
5. Open account in general ledger.
6. Post opening entries to ledger accounts.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Explain the steps in opening a bookkeeping system.
2. If available, ask a bookkeeper to come and tell his/her experience in setting up a new system and any peculiarities to his/her business.
3. Discuss the difference in setting up a new system as compared to taking a job in a company with an existing system.
4. Demonstrate how to prepare a balance sheet and a chart of accounts.
5. Demonstrate how to record an opening entry.
6. Demonstrate how to open accounts in a ledger using a chart of accounts.
7. Demonstrate how to post an opening entry from a journal to a ledger.

RESOURCES

Guest speaker.

Swanson, et al. **Century 21 Accounting**, 3rd ed., Chapter 2.

PERFORMANCE OBJECTIVE V-TECS 42

EVALUATION

Practical Application:

Using a chart of accounts and balance sheet provided by the instructor and the necessary forms, record opening entries in a journal, prepare a ledger page for each account and post to ledger.

Method of Evaluation:

The journal and ledger pages must be completed correctly.

DUTY OR UNIT: ACCOMPLISHING PERIODIC ACCOUNTING/REPORTING ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 43

TASK: Prepare post-closing trial balance.

CONDITIONS FOR PERFORMANCE OF TASK: Closed ledger, balance sheet of open accounts.

STANDARD: Accounts and balances on post-closing trial balance must agree with those on balance sheet.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

Freeman, et al. **Accounting 10/12**, p. 109.

PERFORMANCE GUIDE

1. Prepare heading.
2. List the accounts in numerical order.
   a. Write account titles in first column.
   b. Write account numbers in second column.
   c. Enter each account balance in either debit or credit column.
3. Total and pencil-foot the columns.
4. If total debits equal total credits:
   a. Draw single line in ink across both money columns.
   b. Record the totals.
   c. Draw double line across both money columns beneath totals.

NOTE: If total debits do not equal total credits, there is an error which must be found and corrected. (Refer to Performance Objective V-TECS 73).

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Discuss the purpose of a post-closing trial balance.
2. Compare pre-closing trial balance with the post-closing trial balance, emphasizing what is meant by open accounts (permanent) and closed (temporary) accounts.
3. Explain the steps involved in preparing a post-closing trial balance.
4. Using examples, show how errors are found and corrected when the total debits do not equal total credits.
5. Have each student prepare a post-closing trial balance from a closed ledger.

PERFORMANCE OBJECTIVE V-TECS 43

RESOURCES

Swanson, et al. **Century 21 Accounting,** 3rd ed., p. 153, pp. 313-314.

Weaver, et al. **Accounting: Systems and Procedures,** 4th ed., pp. 180-182.

EVALUATION

Written:

Which accounts remain open after the ledger has been closed?

Answer:

The open (permanent) accounts which are assets, liabilities, and owner's equity (capital). (These are frequently referred to as Balance Sheet accounts).

Practical Application:

Using a closed ledger, prepare a post-closing trial balance.

Method of Evaluation:

The post-closing trial balance must be completed correctly.

DUTY OR UNIT: ACCOMPLISHING PERIODIC ACCOUNTING/REPORTING ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 44

TASK: Prepare income statement.

CONDITIONS FOR PERFORMANCE OF TASK: Completed worksheet for a given period.

STANDARD: The statement must contain the correct headings and listings with no mathematical errors.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Write headings of income statement in three lines.
2. Record income from operations.
3. Compute cost of merchandise sold.
4. Determine gross profit on sales.
5. List expenses and totals.
6. Determine net income from operations.
7. Record other income and expenses.
8. Determine net income.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Explain the concept of an income statement.
2. Discuss the concepts of accounting period cycles, revenue and expenses, matching revenue with expenses, gross profit, cost of merchandise sold, and net income.
3. Emphasize how gross profit on sales and net income from operations are determined and the steps involved in computing cost of merchandise sold.
4. Demonstrate how an income statement is prepared from a completed worksheet.
5. Have the students prepare an income statement using a completed worksheet for a given period.

PERFORMANCE OBJECTIVE V-TECS 44

RESOURCES

Swanson, et al. **Century 21 Accounting**, 3rd ed., pp. 281-284.

Weaver, et al. **Accounting: Systems and Procedures**, 4th ed., pp. 482-484.

EVALUATION

Practical Application:

Using a worksheet for a given period, prepare an income statement.

Method of Evaluation:

The income statement must be completed correctly.

DUTY OR UNIT: ACCOMPLISHING PERIODIC ACCOUNTING/REPORTING ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 45

TASK: Prepare capital statements.

CONDITIONS FOR PERFORMANCE OF TASK: A general ledger and worksheet with recorded data reflecting a period of business transactions and analysis paper.

STANDARD: There can be no transposition of amount columns; computations for beginning capital, net increase or decrease, and total capital must be made without errors.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Locate and prepare necessary materials for preparing capital statement.
2. Enter heading
    a. Name of business
    b. Title of report
    c. Date of period covered.
3. Record beginning capital
    a. Enter name, the word "Capital," and date.
    b. Enter amount in first amount column taken from the owner's capital account in general ledger.
    c. Enter the words "Additional Investments" (if any).
    d. Enter the amount of additional investments in the first amount column.
    e. Add the amounts for beginning capital and additional investment and enter this amount in second amount column.
4. Record net income.
    a. Write the words "Net Income" plus the represented date in column.
    b. Enter the amount of net income, taken from Balance Sheet Credit Column of the worksheet, in first amount column.
    c. Enter the words "Less withdrawals" plus the represented date in column under "Net Income."
    d. Enter the amount of withdrawals, taken from the Balance Sheet Debit column of the worksheet, in first amount column.
    e. Subtract the amount of withdrawals from the amount of the net income and enter the remainder in second amount column. Enter the words "Net increase (decrease) in capital" in total column in line with the amount.

PERFORMANCE GUIDE Con't.

5. Add the amount of net increase in capital to the total capital or deduct amount of net decrease and enter this amount in second amount column. Write the name (same as first line) in name column in line to identify this amount.
6. Rule double lines across both amount columns.

Alternative

1. Write heading on three lines.
2. Record beginning capital.
3. Add additional investments and enter total capital for period.
4. Add net loss and withdrawals and enter for total decrease to capital.
5. Subtract net decrease from beginning capital and enter amount.
6. Rule.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Explain the concepts of a capital statement.
2. Explain capital, additional investments, net income (loss), withdrawals, and net increase (decrease).
3. Identify the steps involved in preparing a capital statement, emphasizing where the information can be found that goes on the statement.
4. Demonstrate the preparation of a capital statement from a general ledger and worksheet reflecting a period of transactions.
5. Have the students prepare a capital statement using a general ledger and a worksheet with data reflecting a period of business transactions.

RESOURCES

Swanson, et al. **Century 21 Accounting**, 3rd ed., pp. 286-290.

EVALUATION

Practical Application:

Using a general ledger and worksheet with recorded data reflecting a period of business transactions, prepare a capital statement.

Method of Evaluation:

The capital statement must be completed correctly.

DUTY OR UNIT: ACCOMPLISHING PERIODIC ACCOUNTING/REPORTING ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 46

TASK: Prepare report form balance sheet.

CONDITIONS FOR PERFORMANCE OF TASK: A complete worksheet reflecting an accounting period of business and analysis paper.

STANDARD: All sections must be correctly entered, all computations must be free of error, and the total amount of assets and the total amount of liabilities and proprietorship must balance on completion.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

Freeman, et al. **Accounting 10/12**, p. 89.

PERFORMANCE GUIDE

1. Obtain worksheet and analysis paper for completing report form balance sheet.
2. Write the heading of business on first three lines of balance sheet.
3. Prepare the assets section of the report.
4. Prepare the liabilities section of the report.
5. Prepare the proprietorship (capital) section of the report.
6. Total the liabilities and proprietorship (capital) section of the report.
7. Compare the total amount of the assets and the total amount of the liabilities and the proprietorship. If these two amounts are not the same, find and correct the error.
8. Double rule both column totals.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Explain the concept of a balance sheet emphasizing the two types of formats used.
2. Discuss assets, liabilities, and proprietorship (capital), giving examples of the types of accounts in each category.
3. Identify the steps involved in preparing a balance sheet, emphasizing the source of information.
4. Demonstrate the preparation of a balance sheet (report form) from a completed worksheet.
5. Have the student prepare a report form balance sheet from a completed worksheet.

PERFORMANCE OBJECTIVE V-TECS 46

RESOURCES

Swanson, et al. **Century 21 Accounting,** 3rd ed., pp. 290-293.

Weaver, et al. **Accounting: Systems and Procedures,** 4th ed., pp. 169-172.

EVALUATION

Practical Application:

Using a completed worksheet that reflects an accounting period of business, prepare a report form balance sheet.

Method of Evaluation:

The balance sheet must be in report form and completed correctly.

DUTY OR UNIT: ACCOMPLISHING PERIODIC ACCOUNTING/REPORTING ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 47

TASK: Prepare a schedule of accounts payable.

CONDITIONS FOR PERFORMANCE OF TASK: An accounts payable ledger and general ledger, both with recorded business transactions for a given period and analysis paper.

STANDARD: Total accounts payable in schedule must be equal to total (balance) accounts payable from general ledger.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

Freeman, et al. **Accounting 10/12**, p. 253.

PERFORMANCE GUIDE

1. Obtain accounts payable ledger and general ledger for extracting information and an analysis paper with two money amount columns.
2. Write in heading on analysis paper
    a. Name of business
    b. Title "Schedule of Accounts Payable"
    c. Date.
3. List creditors in name column and amount of each balance in first amount column.
4. Total the balances and enter in second amount column.
5. Foot the controlling account in general ledger, accounts payable, and determine the account balance. (Note: South Carolina does not recommend this step in the Performance Guide).
6. Compare the total of the schedule of accounts payable with the balance of the accounts payable account in the general ledger. If they agree, posting affecting creditors' accounts and accounts payable is accurate.

NOTE: If total of the schedule of accounts payable and the balance of the accounts payable account do not agree, find and correct the error.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Explain the concept of a schedule of accounts payable.
2. Discuss controlling accounts, the subsidiary ledger of accounts payable, and account balances.

PERFORMANCE OBJECTIVE V-TECS 47

LEARNING ACTIVITIES Con't.

3. Identify the steps involved in preparing a schedule of accounts payable, emphasizing the source of information.
4. Demonstrate the preparation of a schedule of accounts payable.
5. Have the students prepare a schedule of accounts payable using an accounts payable subsidiary ledger and a general ledger reflecting transactions for a given period of time.

RESOURCES

Swanson, et al. **Century 21 Accounting** , 3rd ed., pp. 250-251.

Weaver, et al. **Accounting: Systems and Procedures,** 4th ed., p. 359.

EVALUATION

Practical Application:

Using an accounts payable subsidiary ledger and a general ledger with recorded business transactions for a given period, prepare a schedule of accounts payable.

Method of Evaluation:

The schedule of accounts payable must be completed correctly and total accounts payable in the schedule must be equal to total (balance) accounts payable from the general ledger.

DUTY OR UNIT: ACCOMPLISHING PERIODIC ACCOUNTING/REPORTING ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 48

TASK: Prepare a schedule of accounts receivable.

CONDITIONS FOR PERFORMANCE OF TASK: Ledgers (accounts receivable ledger and general ledger) of business transactions for a given period and analysis paper.

STANDARD: Schedule total must agree with total (balance) of controlling account in general ledger.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

Freeman, et al. **Accounting 10/12**, p. 288.

PERFORMANCE GUIDE

1. Obtain the necessary ledgers.
2. Write in heading.
3. List the customer's name and amount of each balance.
4. Total schedule column.
5. Foot controlling general ledger account and determine account balance.
6. Compare schedule total with total of controlling account in general ledger. If totals do not agree, find and correct error.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Explain the concept of a schedule of accounts receivable.
2. Discuss controlling accounts, the subsidiary ledger of accounts receivable, account balances, and aging the accounts.
3. Identify the steps involved in preparing a schedule of accounts receivable, emphasizing where the information that goes on this schedule may be found.
4. Demonstrate the preparation of a schedule of accounts receivable.
5. Have the students prepare a schedule of accounts receivable using an accounts receivable subsidiary ledger and general ledger reflecting transactions for a given period.

PERFORMANCE OBJECTIVE V-TECS 48

RESOURCES

Swanson, et al. **Century 21 Accounting,** 3rd ed., pp. 250-251.

Weaver, et al. **Accounting: Systems and Procedures,** 4th ed., pp. 398-399.

EVALUATION

Practical Application:

Using an accounts receivable ledger and a general ledger with recorded business transactions for a given period, prepare a schedule of accounts receivable.

Method of Evaluation:

The schedule of accounts receivable must be completed correctly and total accounts receivable in the schedule of accounts receivable must be equal to total (balance) accounts receivable from the general ledger.

DUTY OR UNIT: ACCOMPLISHING PERIODIC ACCOUNTING/REPORTING ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 49

TASK: Prepare schedule of cost of goods sold.

CONDITIONS FOR PERFORMANCE OF TASK: A completed income statement (section of) worksheet for a given accounting period.

STANDARD: There must not be more than three corrected errors on a schedule of cost of goods sold for a production type organization.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

Freeman, et al. **Accounting 10/12**, p. 341.

PERFORMANCE GUIDE

1. Enter beginning inventory.
2. Enter purchases.
3. Enter delivery costs, if applicable.
4. Compute and enter cost of delivered goods.
5. Enter any deductions such as returns, allowances, purchase discounts, etc.
6. Compute and enter goods for sale less ending inventory.
7. Compute and enter cost of goods sold.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Explain the concept of a schedule of cost of goods sold.
2. Review what is meant by beginning and ending inventory, returns, allowances, purchases, purchase discounts, and delivery costs; and explain where these items may be found in the accounting records and on the income statement worksheet.
3. Identify the steps involved in preparing a schedule of cost of goods sold, emphasizing where the amounts needed to prepare this schedule may be found on the income statement worksheet or income statement section of worksheet.
4. Demonstrate the preparation of the schedule of cost of goods sold.
5. Have the students prepare a schedule of cost of goods sold, using a completed worksheet for a given accounting period for a production type organization.

PERFORMANCE OBJECTIVE V-TECS 49

RESOURCES

Weaver, et al. **Accounting: Systems and Procedures,** 4th ed., pp. 482-484.

EVALUATION

Practical Application:

Using a completed worksheet for a given accounting period, prepare a schedule of cost of goods sold.

Method of Evaluation:

The schedule of cost of goods sold must be completed correctly.

DUTY OR UNIT: ACCOMPLISHING PERIODIC ACCOUNTING/REPORTING ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 50

TASK: Prepare customer's statement of account.

CONDITIONS FOR PERFORMANCE OF TASK: Statement forms and ten (10) customer ledger sheets for a given period.

STANDARD: Balance on statement must equal balance on ledger account.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

Freeman, et al. **Accounting 10/12**, p. 281.

PERFORMANCE GUIDE

1. Compute total balance of accounts receivable for the period, using customer's ledger accounts.
2. Compare this total with total from general ledger controlling account for accounts receivable.
3. If it does not balance, find error in customer's ledger accounts/general ledger and correct.
4. If balances are correct, prepare customer's statement of account to include:
    a. Account identification
    b. Previous statement balance
    c. Current period of transactions
    d. Adjustments
    e. Ending balance.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Explain the concept of a customer's statement of account.
2. Discuss the types of statements, whether descriptive or nondescriptive; the items that are needed to prepare the statement such as account identification, previous statement balance, current period of transactions, adjustments, and ending balance; and where the amounts needed to prepare this statement can be found.
3. Explain that statements of account should not be prepared until the total balance of accounts receivable for the period equals the balance in the controlling account for accounts receivable, then demonstrate how this comparison is made.

PERFORMANCE OBJECTIVE V-TECS 50

LEARNING ACTIVITIES Con't.

4. Demonstrate the preparation of a customer's statement of account.
5. Have the students prepare customers' statements of account using statement forms and customer ledger sheets for a given period.

RESOURCES

Swanson, et al. **Century 21 Accounting,** 3rd ed., pp. 294-295.

Weaver, et al. **Accounting: Systems and Procedures,** 4th ed., pp. 419-420.

EVALUATION

Practical Application:

Using statement forms and customer ledger sheets for a given period, prepare customers' statements of account.

Method of Evaluation:

The statements must be prepared correctly and the balances on the statements must equal balances on ledger accounts.

DUTY OR UNIT: ACCOMPLISHING PERIODIC ACCOUNTING/REPORTING ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 51

TASK: Prepare invoices for payment due.

CONDITIONS FOR PERFORMANCE OF TASK: Three (3) blank invoices, customers' names and addresses, terms to be billed.

STANDARD: All entries must be legible; computations for subtotals and totals must be made without errors.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Prepare Heading:
    a. Customer name and address
    b. Date
    c. Terms
    d. Shipping terms.
2. Record quantity of merchandise.
3. Record description of merchandise.
4. Record unit price of merchandise.
5. Compute extensions.
6. Subtotal invoice.
7. Compute sales tax, where appropriate.
8. Total invoice.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Explain the purpose of an invoice and its components.
2. Discuss the concepts surrounding the invoice such as billing for merchandise, shipping orders, packing slips, multiple copies, cycle billing, etc.
3. Explain the procedure in preparing an invoice for payment due, emphasizing the source of information on the invoice.
4. Demonstrate how an invoice is prepared, giving specific instructions on how extensions are computed and sales tax is added, where appropriate.
5. Have students prepare invoices for payments due using blank invoices, names and addresses, terms, and items to be billed supplied by the instructor.

PERFORMANCE OBJECTIVE V-TECS 51

RESOURCES

Weaver, et al. **Accounting: Systems Procedures**, 4th ed., pp. 387-388.

EVALUATION

Practical Application:

Using blank invoices, customers' names and addresses, terms, and items to be billed which are furnished by the instructor, prepare invoices for payment due.

Method of Evaluation:

The invoices must be completed correctly and all entries must be legible. Computations for subtotals and totals must be made without errors.

DUTY OR UNIT: ACCOMPLISHING PERIODIC ACCOUNTING/REPORTING ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 52

TASK: Prepare cash disbursement sheets.

CONDITIONS FOR PERFORMANCE OF TASK: A cash disbursements journal for a specified accounting period and two-column paper.

STANDARD: Each amount disbursed and the total disbursement must agree with those in cash disbursements journal.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Write headings for summary sheet.
2. Enter account names and amounts from disbursements journal.
3. Total amounts on summary.
4. Prove summary totals with journal.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Explain the concept of a cash disbursement sheet or petty cash register.
2. Review "disbursements," "disbursements journal," "accounts," "accounting periods," etc.
3. Identify the steps involved in preparing a cash disbursement sheet, emphasizing where to find the amounts needed to prepare the sheet.
4. Demonstrate the preparation of a cash disbursement sheet.
5. Have the students prepare a cash disbursement sheet for a specified accounting period from a cash disbursements journal.

RESOURCES

Weaver, et al. **Accounting: Systems and Procedures,** 4th ed., pp. 230-233.

PERFORMANCE OBJECTIVE V-TECS 52

EVALUATION

Practical Application:

Using a cash disbursements journal for a specified accounting period and two-column paper, prepare a cash disbursement sheet.

Method of Evaluation:

The cash disbursement sheet must be completed correctly and each amount disbursed and the total disbursements must agree with those in cash disbursements journal.

DUTY OR UNIT: ACCOMPLISHING PERIODIC ACCOUNTING/REPORTING ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 53

TASK: Take inventory.

CONDITIONS FOR PERFORMANCE OF TASK: An array of equipment, supplies, parts, and/or merchandise in actual or simulated business environment and a designated inventory sheet/form specifying format.

STANDARD: Ending merchandise total value must agree with instructor's precalculated merchandise value.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Prepare for physical count:
    a. Clean bins.
    b. Check contents of opened boxes.
    c. Reseal open boxes.
    d. Break down kits with missing parts and list any loose parts individually.
    e. Categorize and sort any overages.
    f. Place overages in designated location convenient for counting.
    g. Identify and tag miscellaneous parts.
2. Prepare inventory sheet or form (designated by particular business) including blocks for the following:
    a. Group number
    b. Part number
    c. Noun name
    d. Stock number
    e. Quantity
    f. Unit price
    g. Total value
    h. Date
    i. Page number
    j. Name of caller or writer
    k. Location.
3. List all items stocked by noun name in that column or inventory sheet (form).
4. Conduct physical count:
    a. Inventory items systematically by physical location, completing in major categories of types of items.
    b. Record the total number of each item on hand.
    c. Check to see that group number, stock number, part number, and price are accurate (price should be checked against item invoice).
    d. Multiply unit price times number of each item on hand and record total value for that item in Total Value Column.

PERFORMANCE OBJECTIVE V-TECS 53

PERFORMANCE GUIDE Con't.

5. Add total value column.
6. Record total value as ending inventory on accounting worksheet.
7. Update inventory cards, if used, using information from physical inventory sheet.
8. File inventory sheet in appropriate place.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES:

1. Discuss thoroughly what an inventory is, the types of inventory maintained (perpetual and periodic), the importance of determining the actual count and value of an inventory, and the relevance of the inventory control to the profit and financial condition of the business involved.
2. Discuss the various terms and concepts involved with physically taking an inventory such as inventory tags, inventory sheets, group names, part numbers, stock numbers, noun names, inventory cards, unit prices, extensions, etc.
3. Explain the steps in detail that "takers" of inventory must go through in order to get an accurate count of the inventory items and arrive at a total value of the inventory. These steps should be visually enhanced by actually showing the students inventory tags, stock numbers, invoices from which the prices are determined, and transparencies shown on an overhead projector.
4. Have the students participate in an actual inventory count to arrive at the value of the inventory on hand using an array of equipment, supplies, parts, and/or merchandise in actual or simulated business environment and a designated inventory sheet/form specifying format.
5. Have students share their experiences in taking inventory.

RESOURCES

Weaver, et al. **Accounting: Systems and Procedures,** 4th ed., pp. 640-648.

Swanson, et al. **Century 21 Accounting,** 3rd ed., pp. 603-612.

PERFORMANCE OBJECTIVE V-TECS 53

EVALUATION

Practical Application:

Using an array of equipment, supplies, parts, and/or merchandise in actual or simulated business environment and a designated inventory sheet/form specifying format, take the inventory.

Method of Evaluation:

The ending merchandise total value must agree with instructor's pre-calculated merchandise value.

DUTY OR UNIT: ACCOMPLISHING PERIODIC ACCOUNTING/REPORTING ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 54

TASK: Write checks to pay bills for business.

CONDITIONS FOR PERFORMANCE OF TASK: Five (5) blank checks, five (5) unpaid invoices and check records.

STANDARD: At least four of the five checks must be prepared without error.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

Freeman, et al. **Accounting 10/12**, p. 124.

PERFORMANCE GUIDE

1. Examine invoice for audit block completion:
    a. Prices and extensions proven
    b. Matched to purchase invoice with receiving report
    c. Recorded in accounts payable
    d. Approval for payment.
2. Compute discount, if applicable, and net amount due.
3. Prepare stub or voucher:
    a. Check number
    b. Date
    c. Payee
    d. Invoice number
    e. Description
    f. Amount, gross, discount, and net.
4. Write check:
    a. Fill in check number. (Check may be pre-numbered).
    b. Fill in date.
    c. Write name of payee.
    d. Write amount in numerals.
    e. Write amount in words.
    f. Sign check.
5. Submit check for approval.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

PERFORMANCE OBJECTIVE V-TECS 54

LEARNING ACTIVITIES

1. Review the concepts and terminology related to purchases, such as invoices, extensions, discounts, receiving reports, etc.
2. Explain the procedure involved with the examination of an invoice for payment and the completion of an audit block.
3. Review the procedure for writing checks and completing the check stubs or vouchers.
4. Using an overhead projector and transparencies of unpaid invoices and checks with stubs or vouchers, demonstrate the procedure for paying bills in a business.
5. Have the students pay bills for a business by providing them with unpaid invoices, blank checks, and check records.

RESOURCES

Baron, et al. **Practical Record Keeping**, 5th ed., pp. 360-362.

EVALUATION

Practical Application:

Using unpaid invoices, blank checks, and check records, pay the invoices and submit the completed invoices and checks with stubs/vouchers.

Method of Evaluation:

The audit block on the invoice should be completed with approval for payment noted. Check should be written correctly for proper amount of payment.

ACCOMPLISHING GENERAL ACCOUNTING RELATED ACTIVITIES

DUTY OR UNIT: ACCOMPLISHING GENERAL ACCOUNTING RELATED ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 25

TASK: Process transaction using cash register (cash sale).*

CONDITIONS FOR PERFORMANCE OF TASK: Necessary data, necessary forms, and cash register.

STANDARD: A cash sale must be processed with no mathematical errors.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Record each item sold:
    a. Sales price numeric keys depressed
    b. Stem or department code key depressed
    c. Cash key to record sale.
2. Subtotal key after all items are recorded.
3. Compute sales tax and record on register.
4. Total key to complete recording and open drawer.
5. Receive payment.
6. Make change as required.
7. Close drawer.
8. Give receipt tape to customer.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Review the types of cash register transactions relating to cash sales.
2. Demonstrating with a cash register, explain the purpose of the various keys and the functions of the various parts of the cash register, emphasizing the correct way to receive payment, make change, and prepare sales slips and receipts.
3. Show the correct procedure for handling a cash sale by explaining why each key is depressed, how the correct sales tax is determined and where the data to input into the cash register is found on each item.
4. Arrange for the class to visit a department store where they may observe the handling of various types of cash register transactions.
5. Have each student process a cash sale while using a cash register.

*The South Carolina Curriculum Writing Team recommends the deletion of this objective if a cash register is not available.

PERFORMANCE OBJECTIVE V-TECS 25

RESOURCES

Swanson, et al. **Century 21 Accounting**, 3rd ed., pp. 211-212.

Weaver, et al. **Accounting: Systems and Procedures**, 4th ed., pp. 296-299.

Field trip to a department store.

EVALUATION

Practical Application:

Situation: You are the cashier in a grocery store and a customer comes to your cash register and hands you $10 to pay for the following items. You are to process the cash sale correctly. You are also aware that the keys marked GROC, DARY, MEAT, and PROD are to be used for grocery items, dairy products, meat products, and produce, respectively. Add 5% sales tax.

The items purchased are:

1 can of corn	$ .92
1 qt. of milk	.83
1 chuck roast	5.28
Head of lettuce	.99

Method of Evaluation:

Using the attached checklist, the instructor is to observe the student's handling of this cash sale. The instructor may be the customer if desired. All items are to be performed satisfactorily and there should be no mathematical errors. The total sale is $8.02 plus $0.40 sales tax (5%) which equals $8.42. The change to be returned is $1.58.

PERFORMANCE OBJECTIVE V-TECS 25

CHECKLIST: PROCESS TRANSACTION USING CASH REGISTER (CASH SALE)

	ACTIVITY	RATING Acceptable	 Unacceptable
1.	Depressed sales price numeric keys.	________	________
2.	Depressed stem or department code key.	________	________
3.	Depressed cash key to record sale.	________	________
4.	Depressed subtotal key after all items have been recorded.	________	________
5.	Computed sales tax and recorded on register.	________	________
6.	Depressed total key to complete recording and to open drawer.	________	________
7.	Received payment.	________	________
8.	Made change as required.	________	________
9.	Closed drawer.	________	________
10.	Gave receipt tape to customer.	________	________

Student's Name ________________________

Evaluated by ________________________ Date ____________________

DUTY OR UNIT: ACCOMPLISHING GENERAL ACCOUNTING RELATED ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 26

TASK: Process transaction using cash register (cash received on account).*

CONDITIONS FOR PERFORMANCE OF TASK: The necessary data, necessary forms, and a cash register.

STANDARD: The cash received on account must be processed with no mathematical errors.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Prepare a receipt slip in duplicate.
2. Insert both copies into the slip printer section of the cash register.
3. Enter amount owed by customer on keyboard and print on slip using the key marked "Previous Balance."
4. If a discount is applicable, the amount of the discount is entered and recorded with the "Sales Discount" key.
5. Record the amount of cash received using the "Received on Account" key.
6. Print all three amounts on both sales slips and on the audit tape inside the cash register.
7. Give original sales slip to the customer. Keep the copy for business records.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Review the types of cash register transactions related to cash received on account.
2. Using a cash register, explain the purpose of the various keys and the functions of the various parts of the cash register, emphasizing the correct way to receive payment, make change, and prepare sales slips and receipts.
3. Demonstrate the correct procedure for handling cash received on account by explaining why each key is depressed, how the correct sales tax (if applicable) is determined, and where the data to input into the cash register may be found.
4. Arrange for the class to visit a department store where they may observe the handling of various types of transactions in which the cash register is used.

*The South Carolina Curriculum Writing Team recommends the deletion of the objective if a cash register is not available.

PERFORMANCE OBJECTIVE V-TECS 26

LEARNING ACTIVITIES Con't.

5. Have each student process a transaction on the cash register in which cash is received on account.

RESOURCES

Swanson, et al. **Century 21 Accounting,** 3rd ed., pp. 215-216.

Weaver, et al. **Accounting: Systems and Procedures,** 4th ed., pp. 296-299, 413-419.

EVALUATION

Practical Application:

Situation: You are the cashier in a department store and a customer comes to you to make a payment on his account. You are to handle this transaction correctly. The customer owes $350 on this account and wants to pay $25.

Method of Evaluation:

Using the attached checklist, the instructor is to observe the student's handling of this transaction. The instructor may be the customer if desired. The student is to perform satisfactorily on all items and there is to be no mathematical error.

PERFORMANCE OBJECTIVE V-TECS 26

CHECKLIST: PROCESS TRANSACTION USING CASH REGISTER (CASH RECEIVED ON ACCOUNT)

		RATING	
	ACTIVITY	Acceptable	Unacceptable
1.	Prepared a receipt slip in duplicate.		
2.	Inserted both copies into the slip printer section of cash register.		
3.	Entered amount owed by customer on keyboard and depressed the key marked "Previous Balance" to print on slip.		
4.	Entered amount of discount by depressing "Sales Discount Key" if a discount is applicable.		
5.	Recorded the amount of cash received using the "Received on Account" key.		
6.	Printed all three amounts on both sales slips and on the audit tape inside the register.		
7.	Gave original sales slip to the customer; kept the copy for business records.		

Student's Name ______________________

Evaluated by ______________________ Date ______________________

DUTY OR UNIT: ACCOMPLISHING GENERAL ACCOUNTING RELATED ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 27

TASK: Process transaction using cash register (charge sale).*

CONDITIONS FOR PERFORMANCE OF TASK: The data, forms, and a cash register.

STANDARD: A charge sales must be processed with no procedural or mathematical errors.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Prepare a sales slip in duplicate.
2. Insert both copies into the "slip printer" section of the cash register.
3. List the amount and merchandise code for each item in the cash register.
4. Print the date, transaction number, total amount of the charge sales, and the transaction classification (ch - for charge sales) across the top of both copies of the sales slip as well as on the detailed audit slip within the cash register.
5. Give the original to customer and keep the other copies for the records of the business.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Review the types of cash register transactions related to charge sales.
2. Using a cash register, explain the purpose of the various keys and the functions of the various parts of the cash register, emphasizing the correct way to receive payment, make change, and prepare sales slips and receipts.
3. Demonstrate the correct procedure for handling a charge sale by explaining why each key is depressed, how the correct sales tax is determined, and where the data to input into the cash register is found on each item.
4. Arrange for the class to visit a department store where they may observe the handling of various types of transactions in which the cash register is used.
5. Have each student process a charge sale while using a cash register.

*The South Carolina Curriculum Writing Team recommends the deletion of this objective if a cash register is not available.

PERFORMANCE OBJECTIVE V-TECS 27

RESOURCES

Swanson, et al. **Century 21 Accounting**, 3rd ed., pp. 216-217.

Weaver, et al. **Accounting: Systems and Procedures**, 4th ed., pp. 382-425.

EVALUATION

Practical Application:

Situation: You are the cashier in a department store and a customer (the instructor) comes to you to process a sale that she wishes to have charged to her account. She hands you the blouse that she wishes to purchase, and it has a tag attached with the following information:

Amount	$68.00

Junior Dept/white silk blouse
Merchandise No. 248444648

Compute sales tax at 5%.

Method of Evaluation:

Using the attached checklist, the instructor is to observe the student's handling of this transaction. The student is to perform satisfactorily on all items and there is to be no mathematical error.

PERFORMANCE OBJECTIVE V-TECS 27

CHECKLIST: PROCESS TRANSACTION USING CASH REGISTER (CHARGE SALE)

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Prepared a sales slip in duplicate.		
2.	Inserted both copies into the "slip printer" section of the cash register.		
3.	Listed the amount and merchandise code for each item in the cash register.		
4.	Printed the date, transaction number, total amount of the charge sale, and the transaction classification (ch - for charge sales) across the top of both copies of the sales slip as well as on the detailed audit slip within the cash register.		
5.	Gave the original to customer and kept the other copy for the records of the business.		

Student's Name ____________________

Evaluated by ____________________ Date ____________________

DUTY OR UNIT: ACCOMPLISHING GENERAL ACCOUNTING RELATED ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 28

TASK: Process transaction using cash register (sales return).*

CONDITIONS FOR PERFORMANCE OF TASK: The necessary data, necessary forms, and a cash register.

STANDARD: A sales return must be processed with no procedural or mathematical errors.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Prepare a sales slip in duplicate and obtain customer's signature.
2. Insert copies into the "Slip Printer" section of the cash register.
3. Use "No Sale" transaction key for this transaction.
4. Record date, transaction number, amount of credit, and the transaction classification on both copies of the sales slip and audit tape within the cash register.
   NOTE: Since the "No Sale" key was used, this total is not accumulated on the audit slip.
5. Give the original sales slip to the customer; the copy is used as the source document for the journal entry.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Review the types of cash register transactions related to sales returns.
2. Using a cash register, explain the purpose of the various keys and the functions of the various parts of the cash register which will be required to key a sales return.
3. Demonstrate the correct procedure for handling a sales return by explaining why each key is depressed, how the correct sales tax is determined (if applicable), and where the data to input into the cash register may be found.
4. Arrange for the class to visit a department store where they may observe the handling of various types of transactions in which the cash register is used.
5. Have each student process a sales return.

*The South Carolina Curriculum Writing Team recommends the deletion of this objective if a cash register is not available.

PERFORMANCE OBJECTIVE V-TECS 28

RESOURCES

Swanson, et al. **Century 21 Accounting**, 3rd ed., pp. 426-428.

Weaver, et al. **Accounting: Systems and Procedures**, 4th ed., pp. 402-409.

Field trip to a department store.

EVALUATION

Practical Application:

Situation: You are the cashier in a department store and a customer (the instructor) comes in and brings you a shirt that is defective and that he wishes to have removed from his account. The customer's receipt shows that he paid $15.00, plus 5% sales tax, for the shirt as a charge sale.

Method of Evaluation:

Using the checklist that is attached, the instructor is to observe the student's handling of this transaction. The student is to perform satisfactorily on all items, and there is to be no mathematical error.

PERFORMANCE OBJECTIVE V-TECS 28

CHECKLIST: PROCESS TRANSACTION USING CASH REGISTER (SALES RETURN)

	RATING	
ACTIVITY	Acceptable	Unacceptable
1. Prepared a sales slip in duplicate and obtained customer's signature.		
2. Inserted copies into the "Slip Printer" section of the cash register.		
3. Used "No Sale" transaction key for this transaction.		
4. Recorded date, transaction number, amount of credit and the transaction classification on both copies of the sales slip and audit tape within the cash register. NOTE: Since the "No Sale" key was used, this total is not accumulated on the audit slip.		
5. Gave the original sales slip to the customer; the copy was used as the source for the journal entry.		

Student's Name ____________________

Evaluated by ____________________ Date ____________________

DUTY OR UNIT: ACCOMPLISHING GENERAL ACCOUNTING RELATED ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 29

TASK: Process transaction using cash register (cash payments).*

CONDITIONS FOR PERFORMANCE OF TASK: The necessary data, necessary forms, and a cash register.

STANDARD: A cash payment must be processed with no procedural or mathematical errors.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Prepare a "Paid-Out" voucher using receipts and vendor's invoice.
2. Inserted voucher into the "Slip Printer" section of the cash register.
3. Print date, transaction number, amount of payment, and transaction classification (PO - Paid-Out) across the top of the voucher and on the detailed audit slip within the cash register.
4. Attach vendor's invoices to voucher and place under cash tray in drawer.
5. The paid-out voucher is kept by the business for its records.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Review the types of cash register transactions related to cash payments.
2. Using a cash register, explain the purpose of the various keys and the functions of the various parts of the cash register, which will be required to key a cash payment.
3. Demonstrate the correct procedure for handling a cash payment by explaining why each key is depressed, how the correct sales tax is determined (if applicable), and where the data to input into the cash register may be found.
4. Arrange for the class to visit a department store where they may observe the handling of various types of transactions in which the cash register is used.
5. Have each student process a cash payment.

*The South Carolina Curriculum Writing Team recommends the deletion of this objective if a cash register is not available.

PERFORMANCE OBJECTIVE V-TECS 29

RESOURCES

Swanson, et al. **Century 21 Accounting**, 3rd ed., pp. 199-201.

Weaver, et al. **Accounting: Systems and Procedures,** 4th ed., pp. 315-332.

Field trip to a department store.

EVALUATION

Practical Application:

Situation: You are a cashier in a grocery store and a salesperson (your instructor) brings you an invoice that has been approved for payment. You are to pay him/her the correct amount shown on the invoice and process the transaction correctly.

The invoice is for 2 cases of cola drinks at $4.50 per case. The total is $9.00.

Method of Evaluation:

Using the attached checklist, the instructor is to observe the student's handling of this transaction. The student is to perform satisfactorily on all items, and there is to be no mathematical error.

PERFORMANCE OBJECTIVE V-TECS 29

CHECKLIST: PROCESS TRANSACTION USING CASH REGISTER (CASH PAYMENTS)

ACTIVITY	RATING Acceptable	 Unacceptable
1. Prepared a "Paid-Out" voucher using receipts and vendor's invoice.	______	______
2. Inserted voucher into the "Slip Printer" section of the cash register.	______	______
3. Printed date, transaction number, amount of payment, and transaction classification (PO - Paid-Out) across the top of the voucher and on the detailed audit slip within the cash register.	______	______
4. Attached vendor's invoice to voucher and placed under cash tray in drawer.	______	______
5. The paid-out voucher was kept by the business for its records.	______	______

Student's Name ____________________

Evaluated by ____________________ Date ____________________

DUTY OR UNIT: ACCOMPLISHING GENERAL ACCOUNTING RELATED ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 30

TASK: Prepare accounting data for computer processing.

CONDITIONS FOR PERFORMANCE OF TASK: A set of source documents and keypunch specifications.

STANDARD: Data must agree with source documents.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Design or obtain a program card layout.
2. Punch the program card if one is not available.*
3. Place program card on program drum.
4. Put cards to be punched into hopper.
5. Arrange source documents in proper sequence.
6. Punch cards.
7. Verify before processing.
8. Repunch cards as needed.
9. Assemble detail cards with program cards.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Review the concepts related to preparing data for computer processing and discuss the various ways to input data into the computer.
2. Describe the technique used in preparing transaction cards and using a keypunch machine to input data into the computer, discussing what is meant by fields, columns, program cards, data cards (detail cards), verifying data, etc.
3. Demonstrate how a program card is designed and prepared, explaining the different functions of the keypunch machine as the card passes from one part of the machine to the other.
4. Demonstrate the procedure for punching cards, verifying them, and repunching any cards that may need repunching.
5. Have the students prepare a program card, punch, verify, and assemble the cards in readiness for processing for a particular job to be run on the computer.

*The South Carolina Writing Team recommends the deletion of this objective if keypunch equipment is not available.

PERFORMANCE OBJECTIVE V-TECS 30

RESOURCES

Swanson, et al. **Century 21 Accounting**, 3rd ed., pp. 346-348.

Weaver, et al. **Accounting Systems and Procedures**, 4th ed., pp. 605-607.

EVALUATION

Practical Application:

Given source documents for a job that is to be run on a computer, prepare a program card and appropriate detail cards on a keypunch machine that will enable the computer to process the data provided.

Method of Evaluation:

The cards are to be prepared correctly.

DUTY OR UNIT: ACCOMPLISHING GENERAL ACCOUNTING RELATED ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 31

TASK: Process accounts payable invoices.

CONDITIONS FOR PERFORMANCE OF TASK: Ten (10) unpaid invoices and receiving documents.

STANDARD: Each invoice for payment must be processed with no cash discounts forfeited.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Match receiving report and purchasing order with invoice.
2. Place unmatched invoices in suspense file.
3. Place audit stamp on matched invoice.
4. Verify price, quantities, and extensions with initial audit block when completed.
5. Indicate account(s) and amount(s) to be debited or credited.
6. Determine discount period and appropriate payment date.
7. File by due date in unpaid invoice file.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Review the purchasing cycle, emphasizing the concepts of auditing and audit trail, as well as internal control, and terminology such as invoices, receiving reports, extensions, audit blocks, due dates, discounts, etc.
2. Discuss the importance of having the invoices approved before payment is made and the audit work that is implied.
3. Identify the steps involved in processing accounts payable invoices and why each step is significant in maintaining good internal control and efficiency, reviewing as necessary such concepts as suspense files, unpaid invoice files, appropriate payment dates, etc.
4. Demonstrate how invoices are processed for payment without forfeiting any cash discounts offered.
5. Have each student process unpaid invoices and place them in the unpaid invoice file behind the appropriate due dates.

PERFORMANCE OBJECTIVE V-TECS 31

RESOURCES

Swanson, et al. **Century 21 Accounting,** 3rd ed., pp. 398-400.

Weaver, et al. **Accounting: Systems and Procedures,** 4th ed., pp. 315-322.

EVALUATION

Practical Application:

Process a variety of unpaid invoices for payment so that no cash discounts are forfeited. This will include auditing each invoice for mathematical accuracy, matching receiving report with invoice, writing "Suspense File" on invoices that cannot be matched with receiving reports, completing the audit block on the invoices which will show the accounts and amounts to be debited and credited, and writing the due date in the upper right-hand corner of the invoice.

Method of Evaluation:

All items on the checklist will be completed with no mathematical errors.

PERFORMANCE OBJECTIVE V-TECS 31

CHECKLIST: PROCESS ACCOUNTS PAYABLE INVOICES

		RATING	
	ACTIVITY	Acceptable	Unacceptable
1.	Matched invoices with receiving reports.		
2.	Wrote "Suspense File" in upper right-hand corner on unmatched invoices.		
3.	Completed the audit block accurately.		
4.	Verified extensions and totals.		
5.	Wrote correct due date in upper right-hand corner.		

Student's Name ______________________

Evaluated by ______________________ Date ______________________

DUTY OR UNIT: ACCOMPLISHING GENERAL ACCOUNTING RELATED ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 32

TASK: Prepare reconciliation correction sheets for changes to computer-generated reports.

CONDITIONS FOR PERFORMANCE OF TASK: A computer-generated report with errors indicated and a correction form.

STANDARD: A correction sheet must be prepared to include all corrected errors.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Analyze errors indicated on the report:
   a. Determine accounts affected.
   b. Determine dollar amount of errors.
2. Prepare adjusting entries to correct each error.
3. Consolidate entries if practical.
4. Prepare correction sheet.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Explain the concept of a Reconciliation Correction Sheet.
2. Demonstrate how a correction sheet is prepared.
3. Illustrate how to make adjusting entries to correct each error indicated.
4. Have students prepare reconciliation correction sheets for changes indicated on computer-generated reports and make the necessary adjusting entries.
5. Arrange to have an accountant come to the class to discuss how changes are made to computer-generated reports in his/her office.

RESOURCES

Guest speaker.

PERFORMANCE OBJECTIVE V-TECS 32

EVALUATION

Practical Application:

Using a computer-generated report with errors indicated, (1) analyze the errors, (2) determine the dollar amounts involved and the accounts affected, (3) prepare adjusting entries, and (4) prepare a correction sheet.

Method of Evaluation:

The correction sheet and adjusting entries should be prepared correctly.

DUTY OR UNIT: ACCOMPLISHING GENERAL ACCOUNTING RELATED ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 34

TASK: Record discounts allowable on invoices.

CONDITIONS FOR PERFORMANCE OF TASK: Invoice from customer, sales invoices, and the necessary journals and ledgers.

STANDARD: The allowable discounts must be recorded without any procedural or mathematical errors.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Gather sales invoices, cash receipts journal or combination journal, accounts receivable ledger, and checks received from customers.
2. Compute amount of discount allowed customer for paying within a designated time.
3. Subtract discount from total sales invoice to verify accuracy of payment.
4. Record journal entry for check received as follows:
   a. Debit cash with amount of check.
   b. Debit sales discount with amount of discount allowed.
   c. Credit accounts receivable with total amount of invoice.
   d. Credit customer's account in subsidiary A/R ledger with total amount sales invoice (post).
5. If no discount is allowed on sales invoice, use check in receipt for cash received as source document, and record journal entry as follows:
   a. Debit cash with amount of check.
   b. Credit accounts receivable with net amount of check.
   c. Post from journal to individual accounts in accounts receivable subsidiary ledger.
6. File invoices in appropriate files.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Explain the notation "2/10, n/30."
2. Discuss the importance of allowable discounts.
3. Explain how the discount is computed.
4. Demonstrate how the entry is recorded in the journal.

PERFORMANCE OBJECTIVE V-TECS 34

LEARNING ACTIVITIES Con't.

5. Discuss why some companies are offered a discount and others are not.
6. Discuss the procedure when a customer does not take advantage of the discount.
7. Demonstrate the effect of a sales discount on the individual ledger accounts.
8. Have students practice computing sales discounts on sample invoices.
9. Have students record journal entries for checks received for invoices with a sales discount and without a sales discount.

RESOURCES

Swanson, et al. **Century 21 Accounting**, 2nd ed., Chapter 24.

EVALUATION

Practical Application:

Using materials supplied by the teacher, compute allowable discounts, record them in the proper journal, and post into the proper ledger.

Method of Evaluation:

Using the Performance Guide as a checklist, the student will compute allowable discounts with no mathematical errors, and journalize and post properly.

DUTY OR UNIT: ACCOMPLISHING GENERAL ACCOUNTING RELATED ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 35

TASK: Fill out purchase order invoices.

CONDITIONS FOR PERFORMANCE OF TASK: A valid purchase requisition, vendor date, and blank invoice.

STANDARD: Completed invoice must be without error.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Analyze data for items being ordered.
2. Type in current date.
3. Fill in supplier's name and address.
4. State where and how goods are to be shipped.
5. Supply date goods are needed.
6. State terms, if applicable.
7. Type quantity to be ordered, catalog number, description, and unit price.
8. Have purchasing agent sign purchase order and copies.
9. Where applicable, record necessary data from purchase order onto inventory cards.
10. Send original and one copy to supplier.
11. File purchase order copy by vendor in purchasing department files.
12. Send a copy of purchase order to receiving department where it is held until goods ordered arrive.
13. Send copy to requisitioner.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Describe the difference between a purchase order and a purchase requisition.
2. Help students analyze the data for the items being ordered.
3. Demonstrate how to type in the date, supplier's name, and address.
4. Discuss the methods of shipment and terms of purchase.
5. Demonstrate how to type in the date needed, shipping instructions, and purchase terms.
6. Demonstrate the proper form for typing in the quantity, catalog number, description, and amount columns.

LEARNING ACTIVITIES Con't.

7. Have the class assume that the instructor is the purchasing agent and require that the purchasing agent sign the purchase order invoice.
8. Have students set up baskets to handle distribution of the copies: (a) out basket for original and one copy to vendor; (b) purchasing department basket for one copy to be filed in basket by vendor name; (c) receiving department basket for one copy; (d) the final copy should be given to the instructor.
9. Have students prepare a purchase invoice.

RESOURCES

Swanson, et al. **Century 21 Accounting,** 2nd ed., pp. 174-179.

EVALUATION

Practical Application:

Using the information provided by the instructor and the necessary forms, complete a purchase order invoice.

Method of Evaluation:

The purchase order invoice should be completed correctly.

DUTY OR UNIT: ACCOMPLISHING GENERAL ACCOUNTING RELATED ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 36

TASK: Record data on state industrial insurance records.

CONDITIONS FOR PERFORMANCE OF TASK: The necessary forms and data.

STANDARD: The data must be recorded on state industrial insurance records without error.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Obtain insurance data.
2. Analyze data.
3. Obtain insurance records on register.
4. Record data.
5. Evaluate for accuracy.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Invite a state industrial insurance agency representative or a local insurance agent to talk about the purpose of the insurance.
2. Demonstrate how to analyze the insurance data from employer records.
3. Demonstrate how to record the information on the proper forms.
4. Distribute blank forms and have students complete them.
5. Have students research the different types of claims filed to receive this type insurance.

RESOURCES

Guest speaker.

State Industrial Commission.

PERFORMANCE OBJECTIVE V-TECS 36

EVALUATION

Practical Application:

Using the information provided by the instructor and the necessary forms, record the insurance data on state industrial insurance record forms.

Method of Evaluation:

The state industrial insurance record form should be completed correctly.

DUTY OR UNIT: ACCOMPLISHING GENERAL ACCOUNTING RELATED ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 37

TASK: Record daily sales on unit control forms.

CONDITIONS FOR PERFORMANCE OF TASK: Standard customer master card and sales card layouts. A tabulator, keypunch, and verifier.* Necessary source document information for performance of task.

STANDARD: Each card must contain error-free customer identification; product quantity, number and description; and unit cost and amount for each item.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

Freeman, et al. **Accounting 10/12**, p. 433.

PERFORMANCE GUIDE

1. Assemble source documents.
2. Obtain unit control cards.
3. On each card enter:
   a. Customer's number
   b. Customer's name
   c. Invoice number
   d. Invoice date
   e. Salesman's number
   f. Stock number
   g. Description of item
   h. Quantity ordered
   i. Unit price
   j. Total price for item.
4. Verify information on cards.
5. Sort cards according to customer accounts.
6. Merge cards with customer's master card.
7. Feed cards into tabulator.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

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*The South Carolina Curriculum Writing Team recommends the deletion of this objective if keypunch equipment is not available.

PERFORMANCE OBJECTIVE V-TECS 37

LEARNING ACTIVITIES

1. Explain the layout of a master customer card and a sales card.
2. Demonstrate the punching procedure at a keypunch machine.
3. Review verification of cards and demonstrate at a verifier.
4. If a sorter or collator is available, show students how to merge the customers' master cards with the daily sales cards.
5. If a sorter or collator is not available, show how to merge the cards manually.
6. Demonstrate how to feed cards into a tabulator to get the totals.

RESOURCES

Wanous, et al. **Fundamentals of Data Processing,** Chapter 3.

EVALUATION

Practical Application:

Using the information provided by the instructor and the necessary forms, punch the daily sales on unit control cards and feed the cards into a tabulator.

Method of Evaluation:

The information on daily sales should be recorded correctly.

DUTY OR UNIT: ACCOMPLISHING GENERAL ACCOUNTING RELATED ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 38

TASK: Prepare memos for goods returned.

CONDITIONS FOR PERFORMANCE OF TASK: Data necessary for preparing credit and debit memos for goods returned.

STANDARD: Completed memo must be error-free and include customer's name, date, quantity, description of item, unit price, total price, and reason for return.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

A. Credit memo for sales returns.
   1. Obtain a credit memo.
   2. Fill in the name and address of person or business returning the goods.
   3. Use current date.
   4. List the quantity, description of items, unit price, and total price of goods returned. Reference invoice and indicate reason for return.
   5. Obtain approval or signature.
   6. Give original copy of credit memo to customer.
   7. Carbon copy of memo is the source document for journal entry of sales returns and customer account in A/R subsidiary ledger.

B. Debit memo for purchase returns.
   1. Obtain a debit memorandum.
   2. Use the current date.
   3. Fill in the name of person or business to whom goods are being returned.
   4. List the quantity, description of goods being returned, the unit price, and the total price.
   5. Reference the purchase data and invoice number.
   6. Indicate reason for return.
   7. The original is sent to the creditor as a request for credit.
   8. The carbon copy is the source document for the journal entry to record purchase returns.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

PERFORMANCE OBJECTIVE V-TECS 38

LEARNING ACTIVITIES

1. Explain that a credit memo is used for items purchased from you which are returned.
2. Discuss the various reasons for returning goods to a business.
3. Explain that a debit memo is used for items purchased by your company but which must be returned.
4. Discuss the various reasons a company might return purchased goods.
5. Explain that the carbon copy of the debit and credit memo will be used as a source document for entry in the journal.
6. Explain that items returned from a customer (credit memo) would be recorded in Sales Returns and Allowances, and that items being returned by the company (debit memo) would be recorded in Purchases Returns and Allowances. Demonstrate actual entries into a combination or general journal.
7. Have students complete a credit memo and a debit memo.

RESOURCES

Swanson, et al. **Century 21 Accounting**, 2nd ed., pp. 436-438, 457-460.

EVALUATION

Practical Application:

Using the materials provided by the teacher, the student will complete debit and credit memos.

Method of Evaluation:

Using the Performance Guide as a checklist, the student will complete debit and credit memos without error.

DUTY OR UNIT: ACCOMPLISHING GENERAL ACCOUNTING RELATED ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 39

TASK: Prepare bill of sale.

CONDITIONS FOR PERFORMANCE OF TASK: Information relating to a sale, necessary form, and necessary data on a sales transaction.

STANDARD: A bill of sale must be prepared without procedural or mathematical error.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Analyze data.
2. Prepare bill of sale to include:
    a. Customer identification
    b. Identification of item(s) sold
    c. Terms of sale
    d. Date of sale
    e. Amount of sale.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Explain all the parts on a bill of sale, especially the legal terminology.
2. Discuss all the elements that went into the agreement to buy and sell.
3. Explain how to figure the sales tax and any other charges which might need to be included on the bill of sale.
4. Demonstrate the procedure for completing a bill of sale.
5. Discuss the importance of having both the seller and buyer sign the bill of sale.
6. Have students complete a bill of sale.

RESOURCES

Fisk and Mietus. **Applied Business Law**, pp. 286-287.

PERFORMANCE OBJECTIVE V-TECS 39

EVALUATION

Practical Application:

Using the information provided and the necessary form, complete a bill of sale.

Method of Evaluation:

The bill of sale should be prepared with 100 percent accuracy.

DUTY OR UNIT: ACCOMPLISHING GENERAL ACCOUNTING RELATED ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 40

TASK: Develop instruction for other employees.

CONDITIONS FOR PERFORMANCE OF TASK: An office situation to train new employees to perform specified tasks.

STANDARD: Upon completion of the instruction (including objectives, methods, media, and plan), each employee must be able to perform each task to the minimum level specified in the objective(s).

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Select or develop objective(s).
2. Plan training session.
   a. Determine method of presentation, such as lecture, demonstration, and role-playing.
   b. Determine needed equipment and supplies.
   c. Determine time for training session,
   d. Schedule location for training session.
   e. Notify participants of training session.
3. Gather equipment and supplies.
4. Explain and demonstrate, if appropriate, procedures and equipment.
5. Provide opportunity for trainee's questions.
6. Provide opportunity for trainee practice through demonstration or role-playing.
7. Evaluate trainee's performance.
8. Reteach if necessary.
9. Re-evaluate if necessary.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Lead students through a work situation and brainstorm to develop logical steps.
2. Point out that nothing can be taken for granted in dealing with new employees, that if equipment is needed it must be stated, and in some cases instruction on operation of equipment might be necessary.

PERFORMANCE OBJECTIVE V-TECS 40

LEARNING ACTIVITIES Con't.

3. Have students write down preliminary instructions for an office situation and follow instructions exactly as written, making sure that they do not add to the instructions on their own.
4. Obtain permission from a local company for students to sit in on a new employee training session if possible.
5. Emphasize how important it is to have an evaluation form that fits the objective(s) for the training session and write one for an office situation.

RESOURCES

Field trip.

EVALUATION

Practical Application:

Using an office situation described by the teacher, develop a one-day set of instructions for a new employee.

Method of Evaluation:

Using the Performance Guide as a checklist, the set of instructions must meet each criterion satisfactorily.

ACCOMPLISHING PAYROLL ACTIVITIES

DUTY OR UNIT: ACCOMPLISHING PAYROLL ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 14

TASK: Prepare employee's Form W-2.

CONDITIONS FOR PERFORMANCE OF TASK: The earnings records of at least five (5) employees and necessary W-2 forms.

STANDARD: A W-2 form must be completed on each employee without error.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Obtain employees' earnings records.
2. Complete heading on W-2 form:
   a. Employer name
   b. Employer address
   c. Employer identification number
   d. Employer state withholding number.
3. Enter employees' information from earnings records as required on W-2:
   a. Social security number
   b. Name and address
   c. Amount of
      (1) Federal tax withheld
      (2) Total wages
      (3) FICA tax withheld
      (4) FICA wages
      (5) State tax withheld
      (6) Other tax withheld
      (7) Supplementary data on retirement plan, group life, etc.
4. Prove totals of W-2 to payroll control totals.
5. Separate W-2s and assemble for distribution.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Invite the local tax office representative to discuss W-2 forms and how they are used by the tax office.
2. Explain entries on employees' earnings records and how the entries were obtained.
3. Explain all blanks on a W-2 form and show the source of information (use transparency).

PERFORMANCE OBJECTIVE V-TECS 14

LEARNING ACTIVITIES Continued

4. Demonstrate how totals on the W-2 must match payroll figures.
5. Separate the W-2 copies and explain how, where, and when they are distributed.
6. Have students prepare an employee's W-2 form.

RESOURCES

Swanson, et al. **Century 21 Accounting**, 2nd ed., pp. 411-412.

EVALUATION

Practical Evaluation:

Using the information provided by the instructor and the necessary forms, complete the employees' W-2 forms.

Method of Evaluation:

The W-2 forms should be completed for the employees with 100 percent accuracy.

DUTY OR UNIT: ACCOMPLISHING PAYROLL ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 15

TASK: Prepare employer's quarterly federal tax returns (Form 941).

CONDITIONS FOR PERFORMANCE OF TASK: An adding machine or calculator, the amounts of total wages, income tax withheld, the employer's FICA tax liability, the federal tax deposits (Form 501) for the period, and the employer's quarterly tax return (Form 941).

STANDARD: The employer's quarterly federal tax return must be prepared with 100 percent accuracy on numerical data and no errors in entries.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. List employees by social security account number, name, and total FICA earnings for quarter up to current FICA maximum.
2. Add earnings as listed, to prove total.
3. Enter totals in indicated spaces.
4. Determine the total federal tax withheld for the quarter and enter in appropriate spaces.
5. Compute FICA tax liability and enter in appropriate spaces.
6. Add federal tax withheld and FICA tax liability to determine total federal liability for quarter.
7. Prepare Schedule B to indicate the federal liability by pay period, month, and quarter total and list corresponding deposits according to the completed 501 cards.
8. Compute final deposit required by subtracting the total deposits previously made from the total federal liability. Enter this figure in appropriate block on Schedule B.
9. Total Schedule B deposits and subtract from total liability on page one.
10. Prepare 501 card for final deposit determining above.
11. Proofread the preprinted information for accuracy.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Distribute a completed sample Form 941 and explain how it was completed.
2. Have students locate social security numbers and total FICA earnings for the quarter up to the current FICA maximum.

PERFORMANCE OBJECTIVE V-TECS 15

LEARNING ACTIVITIES Con't.

3. Show students where to locate the total federal tax withheld for the quarter.
4. Distribute a completed Schedule B and 501 cards to show how the schedule was completed.
5. Explain how to determine the final deposit due.
6. Have students complete an employer's quarterly federal tax return (Form 941).

RESOURCES

Swanson, et al. **Century 21 Accounting,** 3rd ed., pp. 466-471.

EVALUATION

Practical Evaluation:

Using the information provided by the instructor and the necessary forms, prepare the employer's quarterly federal tax return (Form 941).

Method of Evaluation:

The employer's quarterly federal tax return should be completed with 100 percent accuracy.

DUTY OR UNIT: ACCOMPLISHING PAYROLL ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 16

TASK: Prepare employer's annual reconciliation reports of income tax withheld (Form W-3).

CONDITIONS FOR PERFORMANCE OF TASK: The necessary completed withholding statement and necessary forms.

STANDARD: Completed report must agree 100 percent with instructor's precompleted report.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Sort all W-2, W-2P, and/or 1099 forms in preparation for filling out the W-3 Forms. Prepare a W-3 for each type form.
2. Fill in "Payer's identifying number" with the "Employer's identification number."
3. Enter the number of forms accompanying the W-3 form.
4. Place an "X" in the proper box to identify which forms are being sent--Form W-2, W-2P, or Form 1099.
5. Type the Employer's name, address, and ZIP code in box marked for this information.
6. Mark an "X" in the correct boxes to show whether the forms are "original" or "corrected" and whether they all are "With taxpayer identifying number" or "Without taxpayer identifying number."
7. Have form signed by person in authority, type title and date of preparation.
8. Send the original along with forms stated in step 4 to the Internal Revenue Service and keep a copy on file at the place of business.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Explain the purpose of the W-2, W-2P and the 1099 federal forms.
2. Obtain materials and possibly a speaker from the local tax office relating to employer record keeping for employee's tax withheld.
3. Explain that a W-3 must be prepared for each of the three categories: W-2, W-2P, and 1099.

PERFORMANCE OBJECTIVE V-TECS 16

LEARNING ACTIVITIES Con't.

4. Explain the procedure for filling in the W-3 in detail, pointing out where each of the numbers and entries come from.
5. Explain that the original and the related forms are sent to the IRS and that the company keeps a copy on file.
6. Practice.

RESOURCES

Swanson, et al. **Century 21 Accounting,** 3rd ed., p. 469.

Internal Revenue Service.

EVALUATION

Practical Application:

Using the materials provided by the teacher, prepare an employer's annual reconciliation report of income tax withheld (W-3).

Method of Evaluation:

The student will complete a W-3 form with 100 percent accuracy.

DUTY OR UNIT: ACCOMPLISHING PAYROLL ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 17

TASK: Prepare payroll using manual system.

CONDITIONS FOR PERFORMANCE OF TASK: Withholding tables, completed time cards, employee earning records, payroll register, and checkbook.

STANDARD: A payroll must be prepared without errors in entries or computations.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Match time cards with employee earnings record.
2. Compute gross pay.
3. Determine withholding from tables.
4. Compute FICA withholding.
5. Compute other withholdings or adjustments.
6. Compute net pay.
7. Foot and prove register.
8. Enter data on employee earnings record and register.
9. Prepare check in amount of net pay.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Explain how to compute gross pay.
2. Show the students how to use the withholding tables.
3. Determine the current FICA tax rate and show the students how to figure the FICA tax.
4. Show the students how the payroll information is placed on the payroll register.
5. Demonstrate how to write a check and complete a pay stub.
6. Have students complete a payroll register.
7. Have students write a check and complete a pay stub.

RESOURCES

Swanson, et al. **Century 21 Accounting**, 3rd ed., pp. 440-453.

PERFORMANCE OBJECTIVE V-TECS 17

EVALUATION

Practical Application:

Using the information provided by the instructor and the necessary forms, prepare the payroll register and paycheck manually.

Method of Evaluation:

The payroll register and paycheck must be prepared manually with 100 percent accuracy.

DUTY OR UNIT: ACCOMPLISHING PAYROLL ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 18

TASK: Prepare payrolls using computer system.

CONDITIONS FOR PERFORMANCE OF TASK: Punched time cards, magnetic tape of employee's constant data, payroll object program, and access to computer.

STANDARD: Payroll must be prepared to include a payroll register and payroll checks for each employee with no errors in pay and deductions.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

Freeman, et al. **Accounting 10/12**, p. 502.

PERFORMANCE GUIDE

1. Obtain and review time cards.
2. Feed input data:
   a. Payroll program
   b. Constant data
   c. Variable data.
3. Print out in duplicate or triplicate.
4. Decollate and return to payroll clerk.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES*

1. Distribute a sample time card and explain everything on the card.
2. Explain and show how to feed the object program into the computer.
3. Discuss what is meant by constant data and variable data.
4. Show how to feed the magnetic tape and the time cards into the computer system.
5. Demonstrate how to run the program to prepare the payroll register and pay checks.
6. Have students prepare a payroll register and pay checks using the computer.

RESOURCES

Wanous, et al. **Fundamentals of Data Processing,** Chapter 9.

*The South Carolina Curriculum Writing Team recommends adapting the learning activities of this objective to a microcomputer.

PERFORMANCE OBJECTIVE V-TECS 18

EVALUATION

Practical Application:

Using the information provided by the instructor and the necessary materials and forms, prepare the payroll register and paychecks using the computer system.

Method of Evaluation:

The payroll register and paychecks must be prepared by computer with 100 percent accuracy.

DUTY OR UNIT: ACCOMPLISHING PAYROLL ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 19

TASK: Prepare individual employee's earnings record.

CONDITIONS FOR PERFORMANCE OF TASK: An employee's W-4 information, salary, and other payroll information. An employee's earnings record form. An applicable tax table.

STANDARD: An employee's earnings record for the first pay period must be prepared with no errors in gross pay, withholdings and net pay.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Enter the constant data on the earnings record:
    a. Name and address
    b. Social security account number
    c. Marital status, dependents, and other statistical information
    d. Classification and salary/rate of pay.
2. Determine withholding status from W-4 and notate on the earnings record.
3. From the tables, determine amounts to be withheld for the pay period.
4. Compute net pay.
5. Enter pay date, gross, withholding amounts, and net pay in appropriate spaces on earnings record.

Note: The South Carolina Curriculum Writing Team recommends the deletion of steps 3 and 4 of the Performance Guide because these calculations are taken from the completed payroll register.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Demonstrate how to complete the general information portion of an employee's earnings record.
2. Explain each column on the record and what it is used for.
3. Illustrate where to put the gross pay on the record and then how to determine the amount of income tax from the table provided.
4. Define FICA tax and explain how it is figured.
5. Discuss the other possible deductions an employee might have from his/her check.
6. Show how to determine the net pay.
7. Have students prepare an employee's earnings record.

PERFORMANCE OBJECTIVES V-TECS 19

RESOURCES

Huffman and Stewart. **General Recordkeeping.** 8th ed., pp. 285-286.

EVALUATION

Practical Application:

Using the information and forms provided by the instructor, prepare an individual's employee earnings record.

Method of Evaluation:

The employee's earnings record must be prepared with 100 percent accuracy.

DUTY OR UNIT: ACCOMPLISHING PAYROLL ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 20

TASK: Prepare salesperson's commission statements.

CONDITIONS FOR PERFORMANCE OF TASK: All completed sales contracts or invoices for at least three (3) salespeople, the percent rate of commission, and designated salesperson commission report form.

STANDARD: The commission report form on each person must be completed with no errors in commissions.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Enter period covered.
2. Enter salesperson's name.
3. Enter total sales.
4. List commission percent.
5. Enter amount of commission.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Discuss the advantages and disadvantages of working on commission.
2. Explain the terms of a sales contract.
3. Show how to enter the period covered, the salesperson's name, and total sales on the commission form.
4. Demonstrate how to figure the commission on the total sales.
5. Illustrate how the commission is entered on the statement and how to complete the commission report form.
6. Have students complete a commission report form.

RESOURCES

Swanson, et al. **Century 21 Accounting,** Advanced Course, 3rd ed., pp. 168-169.

PERFORMANCE OBJECTIVE V-TECS 20

EVALUATION

Practical Application:

Using the information provided by the instructor and the necessary forms, prepare three salespersons' commission statements.

Method of Evaluation:

The commission statements should be completed with 100 percent accuracy.

DUTY OR UNIT: ACCOMPLISHING PAYROLL ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 21

TASK: Prepare payroll statements.

CONDITIONS FOR PERFORMANCE OF TASK: Necessary forms, access to a payroll register.

STANDARD: A payroll statement for an employee must be prepared without error.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Obtain payroll register.
2. Enter employee's name.
3. Enter period of work and date of payment.
4. Enter hours worked.
5. Enter total pay.
6. Enter each deduction.
7. Enter total deductions.
8. Enter net pay.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Provide a completed payroll register and explain in detail all of the information on the register.
2. Distribute completed time cards for each employee on the register to illustrate how the salary or wages are computed.
3. Describe procedure for entering the information on the payroll statement.
4. Explain where the total deductions come from.
5. Discuss the purpose of preparing an employee payroll statement.
6. Define net pay and gross pay; discuss the difference.
7. Have students complete a payroll statement.

RESOURCES

Swanson, et al. **Century 21 Accounting**, 3rd ed., pp. 451-452.

PERFORMANCE OBJECTIVE V-TECS 21

EVALUATION

Practical Application:

Using the necessary information and forms provided by the instructor, prepare an employee's payroll statement.

Method of Evaluation:

The payroll statement must be prepared with 100 percent accuracy.

DUTY OR UNIT: ACCOMPLISHING PAYROLL ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 22

TASK: Prepare federal tax deposits.

CONDITIONS FOR PERFORMANCE OF TASK: Employee earnings records and current pay period data.

STANDARD: Federal unemployment tax liability must be completed and deposit card prepared with no errors in tax liability.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Compare year-to-date earnings plus current pay period earnings to maximum taxable amount for each employee.
2. Add earnings in current period not in excess of maximum taxable amount.
3. Compute applicable percentage of taxable amount.
   NOTE: Be sure amount is over $100. There is no need to make deposit until FUTA tax reaches $100.
4. Enter amount on deposit card.
5. Examine preprinted information for accuracy.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Identify the year-to-date earnings and the current pay period data on the employee earnings records.
2. Show how to accumulate earnings until the maximum taxable amount has been reached.
3. Illustrate computation of the tax using the applicable percentage.
4. Explain why there is no need to make a deposit until the tax reaches $100.
5. Demonstrate how to prepare the federal deposit tax card.
6. Have students prepare a federal deposit tax card.

RESOURCES

Swanson, et al. **Century 21 Accounting**, 3rd ed., pp. 471-472.

PERFORMANCE OBJECTIVE V-TECS 22

EVALUATION

Practical Application:

Using the information provided by the instructor and the necessary forms, compute the federal unemployment tax liability and prepare the federal deposit card.

Method of Evaluation:

The federal tax deposit card should be prepared with 100 percent accuracy with no errors in tax liability.

DUTY OR UNIT: ACCOMPLISHING PAYROLL ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 23

TASK: Prepare state unemployment tax return.

CONDITIONS FOR PERFORMANCE OF TASK: Employee earnings records, applicable tax rates, and appropriate forms.

STANDARD: The quarterly state unemployment tax return must be prepared with no errors in tax liability.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. List employees in spaces provided on form:
    a. Social security account number
    b. Name
    c. Total earnings for quarter.
2. Add total earnings and enter in appropriate spaces.
3. Compute total of earnings in excess of maximum taxable amount and enter in appropriate block.
4. Compute net taxable earnings in quarter and enter in appropriate block.
5. Compute tax liability.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Invite a representative from a local tax office to talk about state unemployment tax, how it is used, and what benefit it could mean for them.
2. Discuss the advantages and disadvantages of unemployment tax for the employer and for the employee.
3. Describe all the information contained in sample employer earnings records.
4. Explain how to compute the amount of tax on each employee.
5. Demonstrate how to record the information onto the proper forms.
6. Have students prepare a quarterly state unemployment tax return.

RESOURCES

Swanson, et al. **Century 21 Accounting**, 3rd ed., pp. 472-473.

PERFORMANCE OBJECTIVE V-TECS 23

EVALUATION

Practical Application:

Using the information and forms provided by the instructor, prepare an employer's quarterly state unemployment tax return.

Method of Evaluation:

The employer's quarterly state unemployment tax return should be prepared with 100 percent accuracy.

DUTY OR UNIT: ACCOMPLISHING PAYROLL ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 24

TASK: Prepare employer's annual federal unemployment tax report (Form 940).

CONDITIONS FOR PERFORMANCE OF TASK: Employer quarterly unemployment reports, deposit records (Form 508), and blank Form 940.

STANDARD: The annual federal unemployment tax report must be prepared with no numeric errors in entries and computations.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Enter state and employer's state number in appropriate blocks.
2. Compute total state taxable wages from quarterly reports and enter in appropriate blocks.
3. Compute tax at referenced rates.
4. Determine applicable credit for state tax paid.
5. Enter total wages in appropriate block.
6. Compute non-taxable amount and subtract from total wages.
7. Compute tax on net wages.
8. Subtract state credits to determine net tax liability.
9. List deposits made during the year.
10. Compute balance due.
11. Enter employer name, address, and employer number as required.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Invite the local tax office representative to talk about unemployment tax, who benefits from the tax, and who pays the tax.
2. Distribute quarterly unemployment reports and explain all of the figures.
3. Distribute and explain a completed deposit record for unemployment (Form 940).
4. Explain how to compute the unemployment tax for the quarter.
5. Show the students how to compute the balance due on unemployment tax for the year.
6. Have students prepare an annual federal unemployment tax report (Form 940).

PERFORMANCE OBJECTIVE V-TECS 24

RESOURCES

Weaver, et al. **Accounting: Systems and Procedures,** 4th ed., pp. 452-453.

EVALUATION

Practical Application:

Using the information provided by the instructor and the necessary forms, prepare an employer's annual federal unemployment tax report (Form 940).

Method of Evaluation:

The employer's annual federal unemployment tax report (Form 940) must be prepared with 100 percent accuracy.

ACCOMPLISHING ACTIVITIES RELATED TO BANKING

DUTY OR UNIT: ACCOMPLISHING ACTIVITIES RELATED TO BANKING

PERFORMANCE OBJECTIVE V-TECS 9

TASK: Reconcile bank statements.

CONDITIONS FOR PERFORMANCE OF TASK: A bank statement, cancelled checks, previous monthly bank reconciliation statement, check stubs or check register, cash ledger sheet, and record of deposits.

STANDARD: The balance in the cash account and the reconciled statement must be in agreement and represent the actual cash balance.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Arrange cancelled checks in numerical order.
2. Compare checks with stubs or check register to verify amounts.
3. Check off checks listed as outstanding on prior reconciliation that cleared on the current statement.
4. Check off current checks in checkbook or register that cleared on the current statement.
5. Check off deposits listed as in transit on prior reconciliation that have been recorded on the current statement.
6. Check off current deposits that have been recorded on the current statement.
7. Enter all debit memos, credit memos, bank charges, and other adjustments on the checkbook or register and compute new totals.
8. Prepare reconciliation form:
   a. Enter date and account.
   b. Enter statement ending balance.
   c. List and total deposits not ticked off in deposit record.
   d. List and total all outstanding checks not checked off from prior reconciliation and current month register.
   e. Add b to c and subtract d to compute reconciled balance.
9. Prove reconciliation by adding prior month's reconciled balance to current month checks and charges.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

PERFORMANCE OBJECTIVE V-TECS 9

LEARNING ACTIVITIES

1. Contact a local bank to see if it has simulated problems on reconciling bank statements.
2. Explain the purpose and reasoning behind the bank reconciliation.
3. Explain what outstanding deposits are, and why they occur.
4. Explain what outstanding checks are.
5. Take students to a local bank check processing department or center.
6. Obtain a speaker from a local bank to explain clearinghouse procedure.
7. Explain in detail how to prepare the bank reconciliation.
8. Have students prepare bank reconciliation forms.

RESOURCES

Swanson, et al. **Century 21 Accounting,** 2nd ed., pp. 229-231.

Field trip.

Guest speaker.

EVALUATION

Practical Application:

Using the materials provided by the teacher, reconcile a bank statement.

Method of Evaluation:

Using the Performance Guide as a checklist, the student should meet all criteria satisfactorily, with the cash account balance and reconciled statement balance computed accurately.

DUTY OR UNIT: ACCOMPLISHING ACTIVITIES RELATED TO BANKING

PERFORMANCE OBJECTIVE V-TECS 10

TASK: Make bank deposits.

CONDITIONS FOR PERFORMANCE OF TASK: A bank deposit slip, five (5) checks, and currency and coins.

STANDARD: A bank deposit slip and items for deposit must be prepared with 100 percent accuracy.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Separate checks from cash.
2. Endorse checks.
3. Count currency and coins.
4. Prepare deposit slip in duplicate.
5. Enter checks on deposit slip by bank number.
6. Enter amount of cash on deposit slip.
7. Total deposit slip.
8. Deposit.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Describe the role of the Federal Reserve banks and include an explanation of the routing symbol shown on checks.
2. Discuss ABA numbers and what the numbers mean.
3. Distribute blank deposit slips and point out the different parts.
4. Explain why cash (currency) has to be separated from checks, and how cash is recorded on a deposit slip.
5. Demonstrate how checks are listed on deposit slips according to ABA numbers or by name of drawer.
6. Show the completion of a deposit slip with both checks and currency.
7. Have a banker visit to speak on bank deposits and related information.
8. Have students prepare deposit slips.

RESOURCES

Swanson, et al. **Century 21 Accounting**, 2nd ed., pp. 222-224.

Guest speaker.

PERFORMANCE OBJECTIVE V-TECS 10

EVALUATION

Practical Application:

Using the necessary forms and information provided by the instructor, prepare a bank deposit slip.

Method of Evaluation:

The bank deposit slip must be prepared with 100 percent accuracy.

DUTY OR UNIT: ACCOMPLISHING ACTIVITIES RELATED TO BANKING

PERFORMANCE OBJECTIVE V-TECS 11

TASK: Replenish petty cash fund.

CONDITIONS FOR PERFORMANCE OF TASK: A petty cash box containing cash, petty cash vouchers used on different accounts, checkbook, and appropriate journals and ledgers.

STANDARD: Grand total of voucher plus cash remaining should equal the original amount used to establish fund.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Count money in petty cash box.
2. Remove all petty cash vouchers and sort them in stacks according to the accounts affected.
3. Complete total of each stack of petty cash vouchers.
4. Add totals of stacks for grand total.
5. Add grand total plus cash remaining in petty cash box.
6. Write the check payable to petty cash for the total of all petty cash vouchers.
7. Cash check and place money in petty cash fund box.
8. Write summarizing entry in combination journal for total of each stack of petty cash vouchers and for the check issued to replenish the petty cash fund.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Discuss the purpose of the petty cash fund.
2. Illustrate the need to analyze petty cash vouchers.
3. Show, using transparency, how to total and rule the petty cash record.
4. Demonstrate the method of determining amount needed to replenish petty cash fund.
5. Journalize, using transparency, the transaction to replenish petty cash.
6. Have students practice journalizing petty cash entry.
7. Discuss when the petty cash fund should be replenished.

RESOURCES

Swanson, et al. **Century 21 Accounting**, 2nd ed., pp. 492-495.

PERFORMANCE OBJECTIVE V-TECS 11

EVALUATION

Practical Application:

Record the entry to replenish petty cash. The accounts to be charged are Supplies, $26.50; Delivery Expense $90.00; Advertising Expense $60.00; Miscellaneous Expense $35.00. Check #225.

Method of Evaluation:

In either the cash, cash payments, or combination journal, the recorded entry would appear as follows:

	Debit	Credit
Supplies	26.50	
Delivery Expense	90.00	
Advertising Expense	60.00	
Miscellaneous Expense	35.00	
Cash		211.50

DUTY OR UNIT: ACCOMPLISHING ACTIVITIES RELATED TO BANKING

PERFORMANCE OBJECTIVE V-TECS 12

TASK: Prove petty cash register totals.

CONDITIONS FOR PERFORMANCE OF TASK: The amount of petty cash on hand at beginning and end of the day, and all "Paid Out" vouchers, and register tape with day's transactions.

STANDARD: On completion, petty cash amount left in cash register at end of day, plus paid-out vouchers, must equal amount of petty cash at the beginning of the day. All errors made during the procedure must be found and corrected by student without assistance from the instructor.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Write the amount of petty cash placed in the cash register at the beginning of the day.
2. At the end of the day, remove all "Paid Out" vouchers and total them.
3. Subtract the amount paid out from the original petty cash amount.
4. Take the petty cash left in the register at the end of the day along with the paid-out voucher slips and return to the petty cash fund in the office.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Review and/or discuss the use of a petty cash fund.
2. Discuss the need to prove petty cash at the end of each day.
3. Show how to analyze and sort the petty cash vouchers.
4. Illustrate, with transparency, how to total, rule, and prove the petty cash record.
5. Have students total and prove a petty cash record.

RESOURCES

Swanson, et al. **Century 21 Accounting**, 2nd ed., pp. 492-495.

PERFORMANCE OBJECTIVE V-TECS 12

EVALUATION

Practical Application:

Given paid out vouchers and register tape and balance in the petty cash box, prove petty cash register totals.

Method of Evaluation:

The petty cash vouchers, register tape, and petty cash balance should agree 100 percent.

DUTY OR UNIT: ACCOMPLISHING ACTIVITIES RELATED TO BANKING

PERFORMANCE OBJECTIVE V-TECS 13

TASK: Process checks.

CONDITIONS FOR PERFORMANCE OF TASK: Three (3) checks and information on how the checks will be cashed or deposited.

STANDARD: Each endorsement method (blank, restrictive and/or full method of endorsement) must match the firm's requirement.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Check spelling of payee.
2. Choose appropriate endorsement.
3. Endorse check.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Using a transparency demonstrate the blank, restrictive, and full endorsements.
2. Explain the meaning and necessity of an endorsement.
3. Discuss why the check should be endorsed exactly as written on check.
4. Explain the danger of using a blank endorsement.
5. Have students endorse checks using three endorsements--blank, restrictive, and full.

RESOURCES

Swanson, et al. **Century 21 Accounting,** 2nd ed., pp. 224-225.

EVALUATION

Practical Application:

Endorse three checks: one blank, one restrictive, and one full.

Method of Evaluation:

The three checks should be endorsed with 100 percent accuracy.

ACCOMPLISHING CLERICAL-RELATED ACTIVITIES

DUTY OR UNIT: ACCOMPLISHING CLERICAL-RELATED ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 2

TASK: Process outgoing mail.

CONDITIONS FOR PERFORMANCE OF TASK: Ten (10) letters to be processed for mailing, addressed envelopes, postage scale, U.S. Postal Manual.

STANDARD: Letters must be inserted into envelopes, sealed, weighed, and affixed or marked with appropriate postage on each item. A checklist will be used to rate performance. All items must receive an acceptable rating.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Prepare for mailing:
   a. Verify correctness of address on document and corresponding envelope.
   b. Check for proper enclosures.
   c. Fold mail properly to fit envelope.
   d. Insert in appropriate size envelope.
   e. Seal:
      (a) manually or
      (b) automatically.
2. Determine correct postage:
   a. Weigh items.
   b. Calculate postage rate.
3. Sort by destination.
4. Deposit mail in designated location.

ENABLING OBJECTIVE(S)

Ability to follow directions, make logical decisions, and make mathematical computations.

LEARNING ACTIVITIES

1. Explain the necessity of comparing the name and address on the envelope with the one on the letter.
2. Demonstrate the correct way to fold an 8½ x 11 inch document.
3. Show how to insert a folded document into the envelope.
4. Explain how to use the postage scale.
5. Emphasize the need to sort mail according to destination.
6. Have students fold letters for small envelopes and large envelopes.
7. Have students practice placing letters into envelopes.
8. Have students practice weighing and noting postage on envelopes.

PERFORMANCE OBJECTIVE V-TECS 2

RESOURCES

Pasewark and Oliverio. **Procedures for the Modern Office**, pp. 364-366.

EVALUATION

Practical Application:

Given ten (10) letters to be processed for mailing, addressed envelopes, and postage scale, insert letters into envelopes, seal, weigh, and note postage on each item.

Method of Evaluation:

Use checklist to determine if the activity was completed with 100 percent accuracy.

PERFORMANCE OBJECTIVE V-TECS 2

CHECKLIST: PROCESS OUTGOING MAIL

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Verified correctness of address on document.	________	________
2.	Checked for proper enclosures.	________	________
3.	Folded mail properly.	________	________
4.	Inserted in appropriate size envelope.	________	________
5.	Sealed.	________	________
6.	Marked or affixed correct amount of postage.	________	________
7.	Deposited mail in appropriate place.	________	________

Student's Name ____________________

Evaluated by ____________________ Date ____________________

DUTY OR UNIT: ACCOMPLISHING CLERICAL-RELATED ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 3

TASK: Process incoming mail for distribution.

CONDITIONS FOR PERFORMANCE OF TASK: Ten (10) pieces of incoming mail.

STANDARD: The mail must be opened, stamped, sorted, and distributed. A checklist will be used to rate performance. All items must receive an acceptable rating.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Open mail:
    a. Open all but "Confidential" or "Personal."
    b. Remove contents.
    c. Note condition of contents.
    d. Attach enclosures.
    e. Attach envelope where necessary.
    f. Note if enclosure is missing.
2. Date stamp.
3. Sort mail.
4. Attach pertinent correspondence if requested.
5. Place processed mail in appropriate place such as in mail boxes or on individual desks.

ENABLING OBJECTIVE(S)

Ability to follow directions and make logical decisions.

LEARNING ACTIVITIES

1. Demonstrate how to sort the mail according to individuals or departments.
2. Illustrate how to open all mail except the ones marked "Personal" or "Confidential."
3. Show how to attach all enclosures to a letter.
4. Explain the importance of examining a letter for signature and address, and if missing, why attaching envelope is neccessary.
5. Show how to stamp the date and time of receipt on the document.
6. Have students practice processing the different types of mail.

RESOURCES

Pasewark and Oliverio. **Procedures for the Modern Office**, pp. 354-359.

PERFORMANCE OBJECTIVE V-TECS 3

EVALUATION

Practical Application:

Given a variety of incoming mail and a date stamp, process the mail.

Method of Evaluation:

Use checklist to determine if the activity was completed with 100 percent accuracy.

PERFORMANCE OBJECTIVE V-TECS 3

CHECKLIST: PROCESS INCOMING MAIL FOR DISTRIBUTION

	ACTIVITY	RATING Acceptable	 Unacceptable
1.	Handled confidential mail appropriately.	________	________
2.	Removed all contents from envelopes.	________	________
3.	Did not damage contents.	________	________
4.	Attached envelopes to correspondence.	________	________
5.	Attached enclosures to cover letter.	________	________
6.	Noted any irregularities, such as enclosure not included.	________	________
7.	Stamped mail with date received.	________	________
8.	Attached pertinent correspondence if requested.	________	________
9.	Sorted mail appropriately prior to distribution.	________	________
10.	Placed processed mail in appropriate place.	________	________

Student's Name ____________________

Evaluated by ____________________ Date ____________________

DUTY OR UNIT: ACCOMPLISHING CLERICAL-RELATED ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 4

TASK: Set up new file.

CONDITIONS FOR PERFORMANCE OF TASK: A business data keeping requirement and materials to be filed.

STANDARD: Filing system may be numerical, alphabetical, geographical, or chronological. Upon completion of the filing system, any randomly selected document should be retrieved within one minute.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Analyze record keeping need.
2. Scan data for possible classifications.
3. List logical alternative methods of filing.
4. Select most appropriate system and subsystem, if applicable.
5. Write out the plan.
6. Sort and assemble data in accordance with system and subsystems selected.
7. Prepare folders, labels, and index in accordance with system selected.
8. File the materials.

ENABLING OBJECTIVE(S)

Ability to follow directions and make logical decisions.

LEARNING ACTIVITIES

1. Explain how to analyze the kinds of records retained: (a) how are they requested and used, (b) how active are they, (c) how long must they be retained.
2. Discuss the different filing methods.
3. Explain how to select the method to be used.
4. Demonstrate how to prepare file folders according to filing method selected.
5. Have students file records alphabetically.
6. Have students practice retrieving records.

PERFORMANCE OBJECTIVE V-TECS 4

RESOURCES

Pasewark and Oliverio. **Procedures for the Modern Office,** 7th ed., pp. 343, 256-258.

Bassett and Goodman. **Business Filing and Records Control,** 4th ed., pp. 48-51.

EVALUATION

Practical Application:

Given a file box and a variety of documents, file each document in an alphabetic system. Upon completion of the filing system, the student will retrieve any randomly selected document.

Method of Evaluation:

An item should be retrieved within one minute.

DUTY OR UNIT: ACCOMPLISHING CLERICAL-RELATED ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 5

TASK: Look up data using reference books and manuals.

CONDITIONS FOR PERFORMANCE OF TASK: A list of at least five (5) different items of information to be researched and the necessary reference books and manuals.

STANDARD: The information required must be located. Each location must include source and pages.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Determine the nature of the information required.
2. Determine the key concepts and associated key words or data.
3. Select references appropriate to key concepts and words or data.
4. Search indexes for key word references.
5. Record all possible references and cross references.
6. Scan sections cited.
7. Determine applicability of data.
8. Notate and summarize relevant information.
9. Organize information from all sources.
10. Analyze.
11. Summarize, citing sources.

ENABLING OBJECTIVE(S)

Ability to follow directions and make logical decisions.

LEARNING ACTIVITIES

1. Explain how to analyze the type of information to be researched.
2. Demonstrate how to find and list key words and/or phrases from the information to be researched.
3. Illustrate how to search appropriate reference books for data.
4. List sources that have data in areas researched.
5. Demonstrate how to summarize data from sources.

RESOURCES

Oliverio and Pasewark. **Secretarial Office Procedures,** 9th ed., Appendix H, pp. 678-686.

Pasewark and Oliverio. **Procedures for the Modern Office,** 7th ed., Appendix H, pp. 675-682.

PERFORMANCE OBJECTIVE V-TECS 5

EVALUATION

Practical Application:

Given a list of five (5) different items of information and reference manuals, research each item for pertinent data, giving source, and pages.

Method of Evaluation:

Check student's research for correct data.

DUTY OR UNIT: ACCOMPLISHING CLERICAL-RELATED ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 6

TASK: File materials using alphabetical and numerical filing system.

CONDITIONS FOR PERFORMANCE OF TASK: Twenty-five (25) documents to be filed alphabetically and numerically.

STANDARD: No more than three documents may be misfiled.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Analyze and sort documents as appropriate for filing by major classifications.
2. Match and fasten together loose multi-page data.
3. Arrange sequentially related documents in appropriate ascending or descending order.
4. Place documents in order in appropriate file folder and secure.
5. Update index if required.

ENABLING OBJECTIVE(S)

Ability to follow directions and make logical decisions.

LEARNING ACTIVITIES

1. Discuss the need to classify and sort materials to be filed.
2. Illustrate how to inspect and index each document to be filed.
3. Discuss the need to cross-reference some materials.
4. Illustrate how to code materials to be filed.
5. Demonstrate how to file several documents in a numeric system and in an alphabetic system.
6. Have students file documents numerically and alphabetically.

RESOURCES

Oliverio and Pasewark. **Secretarial Office Procedures,** 9th ed., pp. 438-445, 465-476.

PERFORMANCE OBJECTIVE V-TECS 6

EVALUATION

Practical Application:

Given twenty-five documents and the appropriate files, file each alphabetically or numerically, as indicated.

Method of Evaluation:

There should be no more than three documents misfiled per group.

DUTY OR UNIT: ACCOMPLISHING CLERICAL-RELATED ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 7

TASK: Prepare shipment for freight express.

CONDITIONS FOR PERFORMANCE OF TASK: A completed shipping order, an uncompleted pre-numbered freight memorandum, and a weekly freight summary.

STANDARD: The prepared shipment for freight express must be completed in accordance with instructor's checklist with all items rated as acceptable.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Obtain the shipping order and a pre-numbered freight memorandum.
2. On the shipping order, fill in the freight memorandum number.
3. Using the information already computed on the shipping order, prepare the freight memo:
    a. Fill in the date.
    b. Write or type the shipping order number on the freight memo.
    c. Record the name and address of the company receiving the goods.
    d. Supply the stock number, quantity, and weight of each item.
    e. Record total weight, freight rate, and freight charge.
4. Compare the freight memo with the shipping order to be sure the information was transferred correctly.
5. Have the freight memo signed by the shipping agent.
6. Attach the freight memorandum to the shipping order.
7. Record the necessary information on the weekly freight summary.
8. Send the shipping order and freight memo to the accounting department where the invoice will be prepared. The freight memo is attached to the invoice and sent to the customer.

ENABLING OBJECTIVE(S)

Ability to follow directions and make logical decisions.

LEARNING ACTIVITIES

1. Identify the purpose of a completed shipping order and a freight memorandum.
2. Demonstrate the completion of the freight memorandum listing the date, order number, name and address of receiver, stock number, quantity, and weight.
3. Discuss the need to compare the information on the freight memo with the shipping order.

PERFORMANCE OBJECTIVE V-TECS 7

Learning Activities Continued

4. Illustrate how to attach the memo to the shipping order.
5. Demonstrate how to record the necessary information on the freight summary.
6. Explain the procedure the accounting department will follow to prepare the invoice.

RESOURCES

Oliverio and Pasewark. **Secretarial Office Procedures,** 10th ed., pp. 260-264.

EVALUATION

Practical Application:

Given the proper data, prepare a shipment for freight express.

Method of Evaluation:

Use checklist to determine if the activity was completed with 100 percent accuracy.

CHECKLIST: PREPARE SHIPMENT FOR FREIGHT EXPRESS

ACTIVITY	RATING Acceptable	 Unacceptable
1. Prepared freight memo which contained the following in designated blocks:		
a. Present date	____	____
b. Shipping order number	____	____
c. Name and address of company receiving goods	____	____
d. Supply stock number, quantity and weight of each item	____	____
e. Total weight, freight, and freight charge.	____	____
2. Duplicated information of memo with information on shipping order accurately.	____	____
3. Signed memo by designated shipping agent.	____	____
4. Stapled (attached) memo to shipping order.	____	____
5. Recorded designated information on weekly freight summary.	____	____

Student's Name ______________________

Evaluated by ______________________ Date ______________________

DUTY OR UNIT: ACCOMPLISHING CLERICAL-RELATED ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 8

TASK: Type business letter from rough draft.

CONDITIONS FOR PERFORMANCE OF TASK: Edited rough-draft copy of a business letter, instructions for style, and required supplies.

STANDARD: The letter must be typed in specified format with no more than three corrected typing errors.

SOURCE FOR STANDARD:
Writing Team, State of Alabama.

PERFORMANCE GUIDE

1. Select appropriate supplies.
2. Make necessary typewriter adjustments:
   a. Set margins.
   b. Adjust line space regulator.
   c. Set appropriate tabs.
3. Type the copy in designated style.
4. Proofread carefully, correcting all errors before removing each page from the typewriter.

ENABLING OBJECTIVE(S)

Ability to follow directions and make logical decisions.

LEARNING ACTIVITIES

1. Describe acceptable business letter styles, punctuation, and spacing.
2. Demonstrate the setting of margins, tab stops, and the insertion of paper into the typewriter.
3. Using transparencies, review proofreader marks and carefully explain each.
4. Explain the need to carefully proofread the letters before taking them out of the typewriter, citing examples of problems caused by typographical errors.
5. Demonstrate the use of carbon packs.
6. Demonstrate the use of copier (carbon paper is not always used).
7. Have students practice typing business letters from rough draft copy.

PERFORMANCE OBJECTIVE V-TECS 8

RESOURCES

Lloyd, et al. **Gregg Typing/Series Seven, General Course,** pp. 168-175, 209-218.

Oliverio and Pasewark. **Secretarial Office Procedures,** 10th ed., p. 143.

EVALUATION

Practical Application:

Given a rough-draft copy of a business letter, type in final form using style designated by the instructor.

Method of Evaluation:

Letter must be typed in the designated style with no more than three corrected errors.

APPENDICES

APPENDIX A

APPENDIX A

BOOKKEEPING/ACCOUNTING/PAYROLL CLERK CURRICULUM GUIDE

DUTY/TASK	V-TECS Performance Objective #	Page
A. Performing Management Functions		
Make Work Schedules for Others	75	5
Orient New Employees	76	8
Give Instruction to Employees	77	11
Approve Customer Credit for Charge Purchases	78	14
Approve Customer Checks, Charge Purchases (Checks)	79	16
B. Recording Entries in Journals and Ledgers		
Record Accounting Entries for Cash Payments	56	19
Record Accounting Entries to Adjust Account	57	23
Record Accounting Entries for Buying Merchandise on Account	58	25
Record Accounting Entries Using Peg-board	59	28
Record Accounting Entries in Combination Journal	60	30
Record Accounting Entries Pertaining to Notes and Interest	61	32
Record Accounting Entries Pertaining to Payroll Tax	62	34
Record Accounting Entries Pertaining to Cash Receipts	63	36
Record Accounting Entries Pertaining to Sales Tax	64	38
Record Accounting Entries Pertaining to Accrued Interest Income	65	40
Record Accounting Entries Pertaining to Accrued Interest Expense	66	42
Post to Ledger Account from Journals	67	44
Record Accounting Entries Pertaining to Corporation Income Tax	68	46
Post Directly to Ledger from Source Documents	69	48
Post from completed Cash Journal	70	50
Record Accounting Entries for Selling Merchandise on Account	71	52
Record Accounting Entries Pertaining to Payroll	72	54
Correct Errors Indicated by Trial Balance	73	56
Receipt Checks and Cash Sales	74	58

C. Accomplishing Periodic Accounting/Reporting Activities

DUTY/TASK	V-TECS Performance Objective #	Page
Foot, Prove and Rule Cash Journals	41	61
Open Bookkeeping System on New Business	42	63
Prepare Post-Closing Trial Balance	43	65
Prepare Income Statement	44	67
Prepare Capital Statement	45	69
Prepare Report Form Balance Sheet	46	71
Prepare Schedule of Accounts Payable	47	73
Prepare Schedule of Accounts Receivable	48	75
Prepare Schedule of Cost of Goods Sold	49	77
Prepare Customer's Statement of Account	50	79
Prepare Invoices for Payment Due	51	81
Prepare Cash Disbursement Sheets	52	83
Take Inventory	53	85
Write Checks to Pay Bills for Business	54	88

D. Accomplishing General Accounting Related Activities

DUTY/TASK	V-TECS Performance Objective #	Page
Process Transactions Using Cash Register (Cash sale)	25	91
Process Transactions Using Cash Register (Cash received on account)	26	94
Process Transactions Using Cash Register (Charge sale)	27	97
Process Transactions Using Cash Register (Sale return)	28	100
Process Transactions Using Cash Register (Cash payments)	29	103
Prepare Accounting Data for Computer Processing	30	106
Process Accounts Payable Invoices	31	108
Prepare Reconciliation Correction Sheets for Changes to Computer-Generated Reports	32	111
Record Discounts Allowable on Invoices	34	113
Fill Out Purchase Order Invoices	35	115
Record Data on State Industrial Insurance Records	36	117
Record Daily Sales on Unit Control Forms	37	119
Prepare Memos for Goods Returned	38	121
Prepare Bill of Sale	39	123
Develop Instruction for Other Employees	40	125

E. Accomplishing Payroll Activities

DUTY/TASK	V-TECS Performance Objective #	Page
Prepare Employee's Form W-2	14	128
Prepare Employer's Quarterly Federal Tax Returns (Form 941)	15	130
Prepare Employer's Annual Reconciliation Reports of Income Tax Withheld (Forms W-3)	16	132
Prepare Payroll Using Manual System	17	134
Prepare Payroll Using Computer System	18	136
Prepare Individual Employee's Earnings Record	19	138
Prepare Salesperson's Commission Statements	20	140
Prepare Payroll Statements	21	142
Prepare Federal Tax Deposits	22	144
Prepare State Unemployment Tax Return	23	146
Prepare Employer's Annual Federal Unemployment Tax Report (Form 940)	24	148

F. Accomplishing Activities Related to Banking

DUTY/TASK	V-TECS Performance Objective #	Page
Reconcile Bank Statements	9	151
Make Bank Deposits	10	153
Replenish Petty Cash Fund	11	155
Prove Petty Cash Register Totals	12	157
Process Checks	13	158

G. Accomplishing Clerical-Related Activities

DUTY/TASK	V-TECS Performance Objective #	Page
Process Outgoing Mail	2	162
Process Incoming Mail for Distribution	3	165
Set Up New File	4	167
Look Up Data Using Reference Books/Manuals	5	169
File Materials Using Alphabetical and Numerical Filing System	6	171
Prepare Shipment for Freight Express	7	173
Type Business Letter From Rough Draft	8	176

The following V-TECS Catalog tasks were deleted by concensus of the writing team.

V-TECS # 1. Make copies using automatic typewriter.
V-TECS # 33. Type tabulated material.
V-TECS # 55. Post to ledgers using general purpose accounting machine.
V-TECS # 80. Prepare contract bids.

APPENDIX B

APPENDIX B

DEFINITION OF TERMS

CATALOG. A comprehensive collection of performance objectives, performance guides, and related data developed in a specific domain.

CONSORTIUM. A group of state agencies, institutions, or other entities which have been legally constituted through letters of commitment, agreements, or by assignment of higher authorities to work together toward the solution of problems in education. A consortium, for the purpose of this work, must have membership from autonomous agencies and institutions which cut across state boundaries as they attempt to solve problems or meet goals.

DICTIONARY OF OCCUPATIONAL TITLES (D.O.T). A document published by the U.S. Department of Labor, Employment, and Training Administration. This publication groups occupations into systematic occupational classification structures based on interrelationships of job tasks and requirements.

DOMAIN (Occupational Domain). A group of job titles that are related on the basis of required skills and knowledge.

D.O.T. CODE. A nine-digit number used to identify a specific job within a given cluster.

DUTY. A cluster of related tasks performed by incumbent workers in an occupational domain.

JOB. A group of tasks performed by a job incumbent.

OCCUPATIONAL ANALYSIS (Task Analysis). The process of reviewing elements of a job for the purpose of improving training program content across program levels of vocational-technical education.

OCCUPATIONAL INVENTORY (Task Inventory Booklet). A survey instrument listing tasks performed and tools and equipment used by job incumbents in an occupational domain.

OCCUPATIONAL SURVEY. The procedures for collecting data to identify the duties and tasks that comprise one or more jobs, job types, or career field ladders for the collection and analysis of information concerning such duties.

O.E./CIP CODE. A code developed by the U.S. Office of Education to identify a specific cluster of related jobs for training program identification.

PERFORMANCE-BASED INSTRUCTION. Instruction which requires the learner's demonstration of specific competencies. The desired abilities are selected before the instruction is described and are clearly defined as observable performance objectives.

PERFORMANCE GUIDE (PG). A series of steps required for performance of a task arranged in the sequence ordinarily followed.

PERFORMANCE OBJECTIVE (PO). A statement, in precise measurable terms, of a particular behavior to be exhibited by a learner under specified conditions, including a standard of performance.

TASK. A unit of work activity which constitutes logical and necessary steps in the performance of a duty. A task has a definite beginning and ending point in its accomplishments and generally consists of two or more definite steps.

WRITING TEAM. A team of people representing instructors with subject matter expertise; persons having knowledge and experience in developing criterion-referenced measures; local or state supervisors in the domain being developed; and workers and supervisors of incumbent workers whose function is to analyze occupational data and develop performance objectives for specific D.O.T. areas.

APPENDIX C

Equipment - Percentage of Those Performing*

Item Number	Description	Percentage of Members Using	Number of Members Using
21	Electronic Calculator	66.67	102
28	Filing Equipment, Upright	64.05	98
33	Full Electric Standard Typewriter	61.44	94
62	Ten-Key Adding Machine	61.44	94
13	Check Protector	46.41	71
29	Filing Equipment, Index/ Card File	40.52	62
32	Full Key-Board Adding/ Machine	40.52	62
52	Postage Scale	37.25	57
4	Automatic Typewriter	28.10	43
45	Manual Typewriter	28.10	43
51	Postage Meter	26.14	40
26	Executive Typewriter	21.57	33
11	Cash Register	14.38	22
44	Manual Calculator	13.37	21
3	Automatic Mail Sealer	11.76	18
19	Duplicator, Offset	11.11	17
53	Posting Machine	9.80	15
27	Filing Equipment, Rotary Type	9.15	14
57	Spirit Duplicator	9.15	14
6	Billing Machine	8.50	13
34	General Purpose Accounting	7.84	12
	Machine	7.84	12
46	Microfiche Reader	7.84	12
66	Stencil Duplicator	7.84	12
1	Addressograph	7.19	11
16	Copy Machine	7.19	11
38	Imprinter (Credit Card Machine)	6.54	10
60	Tape Recorder	6.54	10
18	Dictaphone Machine, Recording	5.88	9
2	Automatic Letter Opener	4.58	7
23	Electric Stapler	4.58	7
41	Keypunch	3.92	6
47	Microfiche Reproducer	3.92	6
49	Numbering Machine	3.92	6
42	Key-Punch Verifier	3.27	5
58	Switchboard	3.27	5
17	Decollator	2.61	4
12	Change Making Machine	1.96	3
65	399 Computer	1.96	3
8	Burster Machine	1.31	2
15	Computyper	1.31	2

*Excerpted from V-TEC Catalog

Item Number	Description	Percentage of Members Using	Number of Members Using
31	Folding Machine	1.31	2
43	Laminating Machine	1.31	2
50	Overhead Projector	1.31	2
9	Card Verifier	0.65	1
39	Inserter (Stuffing Machine)	0.65	1
56	Sorter, Data Cards	0.65	1
64	Xerox Copy Reducer	0.65	1
20	Electric Calculator	0.65	1
7	Binding Machine	0.65	1
35	IBM Computer System 3	0.65	1
36	IBM 3742 Dual Data Station	0.65	1
37	IBM 3741 Data Station	0.65	1
10	Cash Box	0.65	1
22	Electronic Printing Calculator	0.65	1
63	Two-Way Radio	0.65	1
25	Exact-O-Tax	0.65	1
59	Tag Machine	0.65	1
54	Printing Machine	0.65	1
14	Checkwriter	0.65	1
55	Proof Machine	0.65	1
24	Encoding Machine	0.65	1
48	Microfilm Machine	0.65	1
5	Autographic Register	0.0	0
30	Flexowriter	0.0	0
40	Justowriter	0.0	0
61	Tabulating Machine	0.0	0

Total Respondents 153

APPENDIX D

APPENDIX D

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APPENDIX E

APPENDIX E

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